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TIP

The Industrial-Organizational Psychologist

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A MESSAGE FROM YOUR PRESIDENT

Kevin R. Murphy

One of the more pleasant duties of the SIOP President is to write a column for TIP. The President's first column is usually both the easiest and the best, because much of the column is devoted to thanking people for the hard work they have just completed (the Society's conference) or the hard work they have agreed to take on (new officers and committee chairs). Let me start with the Conference.

Our Annual Conference

Each SIOP conference seems bigger and better than the preceding one, and St. Louis was no exception. Registration hit an all-time high (over 2,275), the workshops, consortia, papers, posters, and symposia were great, and the conference was a roaring success. None of this would have been possible without the stellar efforts of many SIOP members. Katherine Klein worked her usual magic as chair of the SIOP Conference Committee. This is a demanding and difficult job, and we all owe her our applause and thanks. As Conference Registrar, Jack Kennedy kept the increasingly hectic job of organizing everyone's registration humming. Steve Ashworth supervised a very successful Job Placement Center.

The Continuing Education and Workshop Committee put on 14 excellent and well-attended workshops. Our workshop program is the envy of many other Divisions of APA, and it is easy to take our continued success in this area for granted. This year's program could not have been done without the hard work of Sally Hartmann (Chair), Karen Barbera and Victoria Crawshaw (Co-Registrars), John Fleenor (Continuing Education Administrator), and all of the workshop presenters and coordinators.

Peter Bachiochi and Steven Rogelberg put together a highly successful doctoral consortium. The list of speakers (Milt Hakel, Sara Rynes, Joe Martocchio, Lois Tetrick, Mary Zalesny, Jeff McHenry, Steve Ashworth) made me wish I was back in graduate school, so I could come and hear their talks. The SIOP Task Force on Ethnic Minority Participation

hosted a great Roundtable and Reception; **Bob Ramos** will represent this task force at meetings of the SIOP Executive Committee; we look forward to his input.

Thanks to **Shirley Ross** and **Laura Heft** for help with local arrangements and a pre-conference tour, and to **Therese Macan** for preparing a great restaurant guide. **Kevin Williams** coordinated another successful 5K race/Fun Run, and **Charles Lance** and **José Cortina** worked hard to put together a pre-conference golf outing. Mother Nature didn't cooperate (it was snowed out), but we have high hopes for a similar outing in Dallas.

Special thanks to our SIOP Historian, **Laura Koppes**. This year is the 50th Anniversary of the original divisions of APA (Div. 14 was one of the original group), and **Laura** helped tremendously in creating numerous Anniversary displays and activities throughout the conference. One Anniversary activity that was a sure-fire hit was the Dessert Reception (thanks again to **Katherine Klein**), which featured (much to the surprise of the participants) the All-President's Chorus accompanying **Paul Sackett's** SIOP Anniversary Song (Gilbert and Sullivan's estates may soon be after Paul for royalties!).

New Officers, Committee Chairs, and Tasks for the Society

I want to introduce, and thank in advance our newly elected officers, **Elaine Pulakos** (President-Elect), **Jeff McHenry** (Financial Officer), and **Jeanette Cleveland** (Member-at large, Executive Committee), as well as our new committee chairs, **Debbie Major** (Education and Training), **Angie McDermott** (Continuing Education and Workshops), **Bernardo Ferdman** (Committee on Committees), **Ann Marie Ryan** (Scientific Affairs), **Mike Burke** (APA Program), **Bob Dipboye** (Fellowship), **Kevin Nilan** (Chair of the Registration Subcommittee of the SIOP Conference Committee—Conference Registrar), **Linda Sawin** (Placement Subcommittee Chair-in-training), and **Ron Johnson** (Society Conference Committee Chair-in-training). Finally, I am glad to announce that **Allan Church** has agreed to become the next Editor of TIP, and that **Eduardo Salas** has agreed to become the next Series Editor of the SIOP Professional Practice Series. The success of the Society depends on the hard work of many of its members, and I am very glad and very grateful to have such a distinguished group serving in these important roles.

There are several important tasks for SIOP over the next year, and I look forward to working on all of them. The Joint Committee on the Standards for Educational and Psychological Testing is working to revise the Standards (Paul Sackett is co-chair of this committee), and SIOP will have an important role in providing feedback and input. Looking down the road, a revision of the Standards is likely to lead to an update of the SIOP Principles for the Validation and Use of Personnel Selection Procedures. The laws and

enforcement policies that affect employment continue to evolve (e.g., EEOC recently issued guidelines for accommodation for employees with psychiatric disabilities), and SIOP will need to monitor and provide input to this process. Developments in organizations (e.g., downsizing, reorganization, team-based production, technology) are changing the nature of work, and will provide both opportunities and challenges to I/O psychologists. I think SIOP will have a very full plate for years to come.

So What's With the Picture?

For the past few years, the President's column has included a picture. I chose a picture that includes my two children (Michael, age 3, and fast asleep in my lap, and Kathleen, age 7) for two reasons. First, it is one of my favorite pictures. Second, it helps remind me that as important as SIOP, I/O Psychology, and all the rest are to me, sometimes there are other important things in life. I look forward to a productive year as SIOP President, but I don't yet know how to explain to Kathleen and Michael that I am SIOP President, not President of the USA (they have been looking forward to living in the White House since the SIOP election).

Interested in Serving on a SIOP Committee?

This is a good time to volunteer!

Contact:

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IOTAS

Michael D. Coover

Oh summertime...an opportunity to relax, reflect, and catch up on your reading. Be sure and add this issue of TIP to your "required" list as there are several pieces sure to facilitate your professional development and personal fulfillment. Some highlights of the issue include:

- Our new president, **Kevin Murphy** has his inaugural column.
- Past president, **Jim Farr**, contributed his presidential address which opened the annual meeting in St. Louis. Jim's discourse really got people talking about scientist/practitioner issues—so much so that we have three reaction pieces. One article by **David Hyatt**, **Russell Cropanzano**, **Laura A. Finfer**, **Paul Levy**, **Thomas M. Ruddy**, **Vicki Vandaveer**, and **Steven Walker**; a second by **Nancy J. Stone**; and the third by **Russell Cropanzano**.
- **Joan Rentsch**, **Geula Lowenberg**, **Janet Barnes-Farrell**, and **Darcy Menard** from the Education and Training (E&T) Subcommittee produced a report profiling graduate programs in I/O and OB/HR. This is sure to become required reading for anyone (including undergraduate students) interested in graduate training in our field.
- The *Student Network* column complements the E&T report by providing a glimpse of graduate training in Europe. Also, this is the final column by its editors, **Bryan Hayes** and **Greg Loviscky**. I want to thank them for a job well done these past 2 years. A lot of good "Student Network" have been formed as a result of their efforts.

- A new column focused on student issues debuts. "TIP-TOPics for Students" by **Lori Foster** and **Dawn Riddle** promises to provide critical information, survival strategies, and fun times for all students who struggle to balance work and life issues while in graduate school. Check out their column and send them your ideas on the enclosed survey.

- Pictorial highlights of the annual conference are provided by SIOP's shutter-bug **Milt Hakel** and historian **Laura Koppes**. Lyrics to **Paul Sackett's** SIOP Anniversary Song follow Milt's photos. We also have pictures and bios of the newly elected fellows provided by President-Elect **Elaine Pulakos**.

- The annual call for nominations and awards is enclosed. **Adrienne Colella** is the contact for everything except fellows; contact **Bob Dipboye** for those.

- **Irv Goldstein** updates us on APA Council happenings, and we have a special piece from **Ronald Levant** describing the APA task force on council representation.

- ...And many, other fascinating pieces in our Features, Departments, and Columns. Unfortunately, **Phil Craiger's** *Traveling in Cyberspace* is taking the issue off. He is still celebrating the Deep Blue victory over world chess champion **Garry Kasparov**; and **Phil** is said to be contemplating Deep Job-Analysis, Deep Performance Appraisal, Deep Organizational Development, and Really Deep Compensation.

People on the move ...

PDR elected **Wally Borman** as chief executive officer and **Jerry Hedge** president and chief operating officer. **Marvin Dunnette** remains chairman of the board. **Scott Bryant** has left Inland Paperboard and Packaging, Inc. and has taken a senior consultant position with the HR Operations Support group at the Tennessee Valley Authority in Knoxville. **Peter Chen** tells me that his colleague **Nam Raju** was promoted to distinguished professor at the Illinois Institute of Technology. **Rodney L. Lowman** is now Professor and Department Head at the Department of Behavioral Sciences at Louisiana Tech University. **Karen May** has been named partner in Terranova Consulting Group. Congratulations to you all!

...and in the News

Ed Locke writes that if you are looking for a fascinating speaker in the areas of: ethics, conflict, decision-making, leadership, or organizational loyalty, to consider **Roger Boisjoly** (801-722-3729). **Roger** was the "whistleblower" after the Challenger space disaster. **Phil Roth** wants to start an information exchange for those interested in meta-analysis. Contact **Phil** (at Clemson) with your ideas. SIOP has been notified of the deaths of **Laurance C. Lipsett** who died of cancer at the age of 81; and **Ross Stagner**, past president of the society (1965-66). **Steve Mellor** contributed the obituary for **Stagner** in this issue.

Finally, I want to thank everyone involved with the conference in St. Louis. It was a terrific meeting in all respects. In addition to the fine program organized by **John Hollenbeck**, I particularly enjoyed the dessert

reception, Laura Koppes' history display (the factor analysis was fantastic!), and the 5K (thanks Kevin Williams).

Hard to believe, but this issue marks the beginning of my final year as the editor of TIP. It has been a wonderful experience so far, and keep your eyes peeled for some special pieces being developed for my final issue (April 1998). While I believe any member of my editorial board would make a fine successor, Allan Church has been tapped to assume the position. He moves from the editorial board to editor with the July 1998 issue. Be sure and send your congratulations to Allan.

Finally, thanks to Lori Foster and Scott Birkeland for their help in preparing the files.

Affirmative Action: A Review of Psychological and Behavioral Research by

**David A. Kravitz, David A. Harrison,
Marlene E. Turner, Edward L. Levine,
Wanda Chaves, Michael T. Brannick,
Donna L. Denuing, Craig J. Russell,
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Organized I/O Psychology: Past, Present, Future

**James L. Farr
Pennsylvania State University**

**Society for Industrial & Organizational Psychology, Inc.
Presidential Address
St. Louis, April 11, 1997**

A plate from my personal collection of American historical views on English china depicts George Washington standing by his own grave. This plate was made in the Staffordshire region of England around 1830; the plate was intended for export to America (the global marketplace was alive and well in the early 19th century). Washington is standing by his tombstone with a scroll in his right hand. No doubt Washington was preparing to address a large number of his peers, perhaps a State of the Union Address, and he was likely pondering the thought that laying in one's grave is not always an unpleasant alternative!

This plate seems remarkably well-suited to illustrate the feeling that SIOP Presidents have when preparing to present their presidential address. Most past-presidents with whom I have spoken concur with this judgment. It also provides a convenient segue to the subject matter of my talk—the past, present, and future of organized I/O Psychology. My remarks are not intended to be a comprehensive appraisal of all aspects of SIOP or organized I/O psychology since time is necessarily limited. The talk presents my admittedly idiosyncratic look at some issues of relevance to SIOP and its members.

Why look at organized I/O psychology? Since I/O psychologists look at organizations and their effectiveness, it seems to make sense that we should do this periodically in relation to our own professional organization to see how well we are meeting the needs of our most important stakeholders, our members. Such reflection and self-observation may provide insights for desired change that may not always be clear from the more routine "taking care of business" that frequently occupies the leadership of the Society. Immersion in details often inhibits accurate evaluation of larger concerns. Given that it may be useful to look at organized I/O psychology, why look at I/O's past?

I'll skip the usual reference to "being condemned to repeat it," and go straight to the millennium argument—it's just numerology! Look at all the important "anniversaries" related to I/O psychology that occurred in 1996/97:

* Golden anniversary of divisional structure of APA (& Division 14) (1945-46)

- * foundings of *Journal of Applied Psychology* (1917) and *Journal of Personnel Research* (1922) (now *Personnel Administrator*)
- * formation of American Association of Applied Psychology (1937)
- * plans to publish *Personnel Psychology* announced (1947) (now being published is Volume 50 of this journal)
- * founding of *Administrative Science Quarterly* (1956)
- * first use of the term "Organizational Behavior" (by Argyris) (1957)

Our past is large and our time this morning is limited so what part of our past do I consider? Selected by Farr—apologies to those whom I could not mention—are Presidential addresses by I/O psychologists who have been presidents of APA, AAP, SIOP/Division 14, and a few other articles by these individuals. Also, articles focusing on the history or status of I/O have been consulted and their ideas incorporated into this talk (hopefully with appropriate citations).

What did I look for in these various writings? Consistent themes and issues that have been with us for some time and continue to vex us, but where I might be able to make some suggestions for new attacks on these problems or be able to remind us of past suggestions that we have managed to ignore so far.

Some I/O History

First, let me provide some historical context. I rely on several sources for much of the historical information that I will briefly review. These include a recent history of the APA, published by APA; and articles in the 1992 *Journal of Applied Psychology* section on the APA centennial by Landy and by Katzell and Austin; and an "in press" chapter on Division 14's history by Ludy Benjamin. I have also done research myself on the history of I/O for an upcoming article on Bruce Moore in JAP and used that as well.

Organized American psychology is 105 years old—the APA was founded in 1892 with 26 members. Its charter members included a few psychologists with strong interests in the applicability of psychology, including James McKeen Cattell and the founder of the *Journal of Applied Psychology*, G. Stanley Hall; Hugo Munsterberg was elected a member at the first meeting of the charter group—he was about to leave Germany to join the Harvard faculty.

The first applications of psychology that might be labeled as industrial psychology occurred in the early 1900s; Walter Dill Scott in Chicago began work related to advertising, and published books related to this topic in 1903 and 1908. Munsterberg conducted research on the use of aptitude and work sample tests in personnel selection and later published *Psychology and Industrial Efficiency* in 1913.

Cattell (1895), Munsterberg (1898), and Scott (1919) were all elected as presidents of APA, although Scott alone would have been identified as an industrial psychologist at the time of his term in office.

In 1915, Walter VanDyke Bingham was brought to Carnegie Tech to create a unit that would use psychology to help students with career choices; Bingham created the Bureau of Mental Tests, and in 1916 an umbrella organization, the Division of Applied Psychology, which in fact developed into the first organized academic/industry cooperative personnel research program. Scott was brought in as Professor of Applied Psychology (first to hold such a title); later Bingham and Scott were joined by other applied psychologists (both before and just after WWI) of much fame: Yoakum, Strong, Thurstone, to name but a few. Research fellowships were also awarded and the first Ph.D. program in industrial psychology was established; in 1921 the future first President of Division 14, Bruce Moore, was awarded the first Carnegie Tech Ph.D. in industrial psychology.

Edwin Boring in 1920, in a demographic analysis of APA members published in *Psychological Bulletin*, had determined that the center of population for US psychologists was somewhere in central Pennsylvania. This seems to fit well with the situation for industrial psychology in the early 1920s as well as with the Carnegie Tech group in Pittsburgh, Morris Viteles beginning his long career in Philadelphia at the University of Pennsylvania, and Bruce Moore starting his long career at Penn State (located in Centre County, PA). [I do not wish to make too much of the obvious argument that little has changed to date regarding the center of the I/O universe!]

To backtrack a little, World War I had provided a great impetus to applied psychology and mental testing. In the years following WWI, industrial psychologists found a more receptive audience in work organizations for their "scientific" selection and placement programs. While the majority of industrial psychologists were still based in universities, Scott left academe to found the Scott Company in 1919, the first industrial psychological consulting firm (although he soon also left the Scott Company to become the president of Northwestern University). Cattell, who had left Columbia University some years earlier because of his pacifist beliefs, created the Psychological Corporation in 1921. Despite some years of marginal financial success, the Psychological Corporation survived and became, of course, an important force in personnel selection testing.

In the 1920s and 1930s the development of industrial psychology was influenced by a number of factors, but generally it was a period of maturation for the young subdiscipline. Journals were expanding and the number of books were increasing. Reviews of published industrial psychology research in *Psychological Bulletin* by Link in the early 1920s and Viteles, half a decade later, showed an increase in the number of references from about 50 in Link's review to about 350 in the Viteles review.

Important books written in this era included Burr's *Psychology and Industrial Efficiency* (1929); Fryer's *Measurement of Interest* (1931); Kornhauser and Kingsbury's *Psychological Tests in Business* (1924); Bingham and Moore's *How to Interview* (1930); Poffenberger's *Applied Psychology* (1927); and Viteles' *Industrial Psychology* (1932), the first comprehensive text in industrial psychology.

Graduate programs were increasing although still not numerous and the program at Carnegie Tech had been abolished in 1923 when a new president and Bingham clashed. There were now Ph.D. programs in industrial psychology at Ohio State, Minnesota, Stanford, Penn State, Purdue, Columbia, Pennsylvania, and NYU.

Nonacademic employment of industrial psychologists increased as industrial corporations began to add them to their staffs. The famous Hawthorne studies gave rise to field research with varied methodologies: observational, experimental, and action-oriented, in addition to the correlational methods more commonly used. The Depression caused a shrinkage in many organizations' uses of psychological tests in selection and of training, but more concern for social issues can be noted. Industrial psychology remained, however, a management-oriented discipline.

The Organizing of I/O Psychology

Meanwhile, things were not so happy within APA; clinical psychologists were able to get APA to create a Section of Clinical Psychology in 1919, but efforts to do the same for industrial psychology were not successful. The APA Clinical Section did not fully meet the needs of clinical psychologists. Various groups of other applied psychologists formed the Association of Consulting Psychologists in 1930. In 1937 the members of a number of applied groups, including the APA Clinical Section, the Association of Consulting Psychologists, and various local and state groups, created the American Association of Applied Psychology (AAAP) as a national association to represent the interests of applied psychology, broadly defined.

Section D, Industrial and Business, was one of the four (later five) sections created within AAAP. Although not a large section, it was very influential as four of the total of eight AAAP Presidents had backgrounds in industrial: Fryer, Paterson, Bingham, and Poffenberger. Although applied psychologists had negative perceptions of their treatment within APA, interestingly most did not give up their APA memberships—about 90% of the AAAP members were also members of APA in 1943.

In 1945, following about 2 years of meetings, deliberations, and member votes, APA and AAAP agreed to a re-organized APA as THE national psychological association in the US. Part of the re-organization was a divisional

structure with a Council of Representatives—essentially the same form of organizational governance that exists today in APA. All of the five sections of AAAP were charter divisions of the new APA, including Division 14, Industrial and Business Psychology.

Several name changes occurred along the way for Division 14—in 1960, drop "Business" when Division 23, Consumer Psychology, was created. In 1970, add "Organizational" to acknowledge the "group and higher order units of organizations, and whole organizations" as part of our domain of interest. In 1982, the division incorporated as SIOP, Inc. Details and rationale of the incorporation appear in the January 1997 TIP and will not be rehearsed here. After the creation of the American Psychological Society in 1988/89, SIOP members were required to be members of EITHER APA or APS, instead of only APA.

Themes Identified in I/O Presidential Addresses

We finally get to the themes identified in my look at past presidential addresses of industrial (and I/O) psychologists in their talks before APA, AAAP, and Division 14/SIOP. Of the several candidates for a closer look, I selected two that seemed to me to be the more important ones and which fit my earlier criteria of long-term concern and where we have made some progress recently (and might be able to make more soon). These two themes are: (1.) Science AND Practice or Science VERSUS Practice. (2.) I/O Psychology's low profile (and maybe NEGATIVE profile) with industry, government, and society at large. Let me consider each of these in more detail.

The Science/Practice Relationship in I/O

The science/practice issue in relation to I/O Psychology has really been concerned with several different intergroup relationships:

1. Applied Psychology versus "Pure" Science in early days of APA and later APA/AAAP relations;
2. Scientists and Scientist/Practitioners versus Health Care Providers within APA during the past 20 years, with APA/APS relations as a part of this; and
3. Academic versus Practitioner members of Division 14/SIOP—strife among ourselves.

We might have to reach the conclusion that industrial (later I/O) psychologists are a contentious lot; when viewed historically, we always seem to be fighting with someone. And, given no external "enemy," we fight among ourselves! But, let's look in more depth at these various fights.

Bruce Moore attended his first APA annual meeting in 1919; he still recalled more than 50 years later the remark of an eminent (but unnamed) psychologist he was introduced to there, when that psychologist learned that

Moore was a graduate student in Carnegie Tech's Division of Applied Psychology. "Well, now that the war is over, psychologists ought to be getting back to the real science of psychology."

While attitudes such as this one were common, applied psychologists were not completely shunned by their "pure science superiors." At that same APA meeting, the presidential address was by Walter Dill Scott on "Changes in some of our conceptions and practices of personnel" and Scott was at the time of his presidency of APA also the president of the Scott Company, a consulting firm as I have noted earlier.

Bingham did feel compelled to write in 1923 an article entitled, "On the Possibility of an Applied Psychology," in which he argued that psychotechnology (or applied psychology) was as legitimate as "pure or scientific psychology," but that pure and applied did have different goals and should not be judged by identical criteria. Bingham drew an analogy to the physical sciences and engineering.

As noted indirectly earlier, the AAP and APA "split" was not too contentious. Fryer, in his presidential address to AAP in 1938, noted that relations between pure and applied psychology were not severed by the founding of AAP. He did express strongly that applied psychology was not subservient to the "pure," and I quote "The applied and professional features of psychology are here to stay; there can be no denial of the rights of the applied psychologist."

Paterson in his 1939 AAP Presidential address noted that applied psychology had reached maturity and was ready to contribute to the "world of practical affairs" and that applied psychologists should "do all in our power to increase its (AAP's) strength and usefulness."

It should be noted that in most years (1937-1944), the APA and AAP held their annual meetings in the same city on consecutive or partially overlapping dates, again indicating no great hostility.

By 1944, Poffenberger, AAP President, was supporting reunification with APA. Poffenberger in his 1935 APA Presidential address had severely criticized APA's disinterest in applications of psychology to practical problems of society and individuals. Reunification did occur, of course, in 1945, and science and practice were together again in APA.

In the 1970s and 1980s, I/O psychologists and others espousing a science/practitioner model joined the "pure" science divisions of APA in opposition to what was seen as a hostile takeover by the health care practitioners (i.e., the practicing clinicians). Now, I/O had many friends in those "pure" science divisions who might have been on the opposite side in previous versions of the science/practice disputes. Milt Hakel has written about these times in the January issue of TIP from an insider's perspective, so I will send you there for details. APS was formed by psychologists with science and science/practice orientations to better represent their interests. Hot is-

suces related to the definition of professional psychological practice, accreditation of graduate programs, licensure of practicing psychologists, and the possible re-organization of APA.

Now that things are more cooperative within APA and there are generally cooperative relations between APA and APS (again, there are many joint memberships for SIOP members—much like occurred with APA and AAP 60 years ago), I/O psychologists can focus their energies on civil unrest! Several recent SIOP presidential addresses have looked at aspects of this issue; I'll summarize these talks.

First, Richard Klimoski spoke on "Revitalizing the Interface Between Science and Practice"; then each of the two sides was addressed in more detail—first Paul Sackett on "the Content and Process of the Research Enterprise within I/O," followed by Wally Borman on "Practicing I/O Psychology: What are We Doing and How Well are we Doing it?" Klimoski called for transforming science/practice tensions into a dialectic that could benefit all of us. He suggested that a broadening of our usual definition of what is a contribution to knowledge would be necessary before such a dialogue could be profitable. There would also need to be a shift from normal science (the positivist paradigm) toward an acceptance of a pluralist approach that legitimizes a variety of modes of research inquiry, including the positivist, the action-oriented, and the experiential. Both academics and practitioners would be expected, in Klimoski's vision, to contribute to "I/O knowledge," although they might use different methodologies and epistemologies to do so.

Sackett noted that I/O research, as reflected in journal articles, is very frequently motivated by theory and prior research articles and rarely by observed, real-world problems, documenting many of Klimoski's views (fears?) about I/O normal science. This is compelling evidence for an academic/practitioner separation of considerable negative utility for our discipline. Borman found that about 3/4 of the academic-based SIOP members who responded to his questionnaire on practice did engage in professional practice. The amount of their practice was necessarily less than full-time so that academics by Borman's calculations conducted about 10% of the "total practice" of I/O while comprising about 37% of the sample. Borman argued that his data suggest that it is difficult to make a sharp academic/practitioner distinction. Many practitioners also teach on a part-time basis, further blurring the two categories to be sure. However, many I/O psychologists place themselves in one camp only, if we can trust self-statements heard in the halls of SIOP conferences!

Why should the academic and practice sides of I/O be arguing with each other? Aren't we really part of the same enterprise? Have we ignored Klimoski's plea for change and dialogue? Bingham in 1923 captured well the view that seems to persist throughout the vast majority of the I/O pioneers'

writings. "The clear recognition of these two contrasted aims, the scientific and the practical, cannot fail to benefit both the pure and the applied science." Did the common enemy of REALLY PURE scientific psychology cause the more academic and the more practical industrial psychologists in the first half of this century to close ranks, to see similarities, not differences?

The Division 14 by-laws, derived in large part from the by-laws of Section D of AAP, from its founding have stated practice, research, and the exchange and cooperation among all members as goals and purposes of the Division. Again, the party line is ONE family. Bruce Moore, who chaired the committee that wrote the first Division 14 by-laws, in the first Division 14 presidential address, urged all industrial psychologists to test their theories, their ideas, in real world settings, further supporting the mutual benefit of the science and practice sides of our discipline.

So, what are these tensions that we are experiencing? Here are some that I have read or heard—they will not surprise you, I suspect: There is a disconnect between graduate education in I/O and the required practitioner competencies. I/O practitioners implement programs, systems, and processes in organizations without a solid research base. I/O academics conduct trivial research on meaningless theories.

These are not new issues—the concern about graduate training properly preparing industrial/organizational psychologists for careers in industry and consulting has been in print for many years. It persists. Academics and practitioners hurl barbed comments about the other group—practitioners are not enough research-oriented for the academics; academics have no clue about the important issues in work organizations, according to practitioners.

Some of the tensions reference SIOP as an organization: SIOP recognizes and rewards academics but not practitioners (reflecting again an academic/practitioner split). SIOP leaders constitute a closed group of "insiders." While this does not explicitly reflect an academic/practitioner split, there is frequently an implied association—the academics "run" SIOP aided by a few defectors from the practice side (usually these are graduate school buddies of the academics).

Origins of These Tensions

Why do these beliefs exist? I believe enough in the science/practice model that I tend to develop sets of hypotheses about causes of organizational phenomena that I observe and then look for evidence concerning those hypotheses (admittedly, a rather positivist approach—sorry, Professor Klimoski!). Here are some hypotheses that I'd like to briefly explore today:

1. "Kernel of truth" hypothesis—from the perspective of the ideal, there is probably some truth to most, if not all, of these concerns or tensions that I have noted above.

2. Searching for confirming data—we know from both science and practice that we imperfect humans have a tendency to search for confirmatory evidence (i.e., we are biased to find support for our existing opinions and beliefs). If there are data in line with the kernel of truth hypothesis, as argued above, then we will be able to find data confirming these opinions: That is, most graduate programs in I/O don't teach students how to estimate the budget requirements for the evaluation of a large-scale HR intervention. I did chair Kevin Murphy's dissertation committee.

3. An invalid science/practice model—have we overbought as individuals the scientist/practitioner model? Have we as a Society oversold that model? Is this really a matter of level of analysis and application? At a discipline level, the scientist/practitioner model works well in my opinion and can fulfill, in the ideal, the mutual interest that Bingham described in 1923. At the individual level, the model cannot be expected to fit well every I/O psychologist. Individual differences are supposed to be something we know about; we seem to have ignored them when we toss our barbs at those not like us. Practitioners want academics to be as sensitive to the realities of organizational life as they are; academics want practitioners to love theory. Most of us seem to have muddled along on our career paths, eventually offering support for Schneider's ASA model—we have been attracted to and stay in settings where we "fit" and can do the types of things we are reasonably good at. This leads to Hypothesis 4.

4. Does personal insecurity drive some of this tension? I now fully leap to an area of my incompetence by examining our deep-seated fears of possible failure if we were suddenly to be thrust into the OTHER role. I marvel at my I/O practitioner colleagues who successfully implement complex interventions in organizations while dealing with Dilbert-like management structures. I know that I would soon be serving 30 years to life if I were asked to do that as my full-time job. Practitioners may have similar qualms about performing some of the tasks required of academics. Do we each abuse the other in compensation for our worries that we couldn't perform well the other's tasks, that we cannot meet the ideal science/practice model? Stronger ties with our clinical colleagues may be needed to answer this question!!

The Image of I/O to External Groups

I'll return shortly to what SIOP is and can be doing to help us appreciate our colleagues. First, let me turn to the second theme that has concerned I/O psychology: Lack of respect from others. These "others" include other psy-

chologists and psychological associations; the corporate world; and government and society. Sometimes the issue isn't really lack of respect, just "forgetting" about us or being uninformed about what we do and our expertise. Whatever the root cause, the outcome is generally the same: constraints on our profession, both the scientific and applied aspects, in terms of the positive impact I/O could have, and, on a more individual level, constraints on our personal satisfaction and sense of efficacy about making a difference. I do not wish to elaborate endless examples of this—I should mention a few just so I am not labeled "paranoid" [at least for this reason].

1. APA's Public Policy Office issued last year a report on affirmative action without any input from SIOP (they didn't consult the Science Directorate either, who would have put us in contact with them).
2. Corporate executives decide to change all organizational HR practices, policies, and procedures on the basis of a "competency model" established by a group of HR middle managers during an afternoon meeting.

3. The National Skills Standards Board cannot find a spot for one I/O psychologist because there are "only" 20-something such slots on the Board.

As depressing as this can be sometimes, it is not new. Katherine Blackford, M.D., championed a character analysis scheme for making employment decisions in the first quarter of this century that included among its nine physical variables the trait of pigmentation or color, specifically contrasting blondes and brunettes. She wrote: "In brief, always and everywhere, the normal blond has positive, dynamic, driving, aggressive, domineering, impatient, active, quick, hopeful, speculative, changeable, and variety-loving characteristics; while the normal brunette has negative, static, conservative, imitative, submissive, cautious, painstaking, patient, plodding, slow, deliberate, serious, thoughtful, specializing characteristics."

Bruce Moore encountered the use of Blackford's system at Westinghouse when he conducted his dissertation research there around 1920; he noted years later that one had to be tactful when discussing such a personnel system with a VP who embraced it! Donald Paterson, later a President of AAP and whose greatest legacy to I/O psychology may have been his mentoring of Marv Dunnette, conducted in 1922 a quantitative study of blondes and brunettes to demonstrate that they did not differ on these traits, trying to quash the all too frequent use of this scheme in organizations.

A number of early and not so early studies have been concerned with the acceptance of industrial psychology by various groups. Another interesting survey done by Paterson in the early 1920s (J.A.P.) contrasted the extent to which "mature" applied psychology students (i.e., adult students) believed in the value of "psychology" versus "pseudopsychology" as he termed it. Only 16% believed that applied psychology could "fit people to jobs"; 9% believed that psychotherapy was useful (so we did beat the clinicians!); while 12% believed in mental telepathy, and 5% in graphology and phrenology.

ogy. Paterson was not optimistic that business executives would provide more encouraging responses; he noted the large number of charlatans in most cities, especially in the "quack-infested Northwest."

Of course, things are better now—aren't they? Why is there still limited acceptance and understanding of I/O psychology? Can we blame our professional ancestors? Did the early industrial psychologists oversell our wares, promising more than could be produced? Several writers on the history of applied and I/O psychology have made this point, including Frank Landy. Landy has also argued that we have continued to do this throughout the century with respect to the value of testing in particular. He notes that repeatedly we have made an argument that the increased use of psychological testing to make employment-related decisions will result in large gains for the economy, for specific companies, and for individuals. Repeatedly, the larger society has raised questions and has rejected our claims. The mistrust of testing is a far larger topic than can be addressed in any detail here, but it is an exemplar of the resistance I/O faces as its credibility and value are challenged.

Dunnette published "Fads, Fashions, & Folderol in Psychology" in 1967, describing in entertaining but sobering words, many of the "games" that I/O psychologists play in research (and applicable to practice as well in most cases). Unfortunately, many of the games are alive today and I/O is less well because of them. These include, using Dunnette's terms, "Premature Commitment to some Great Theory or Great Method"; the "Great Word Game" or, in my words, "Name that Construct (again)"; and, to paraphrase Dunnette, "Precise Answers for Trivial Questions" or "Avoiding Tough but Important Questions." Paul Sackett's more recent look at the genesis of published research articles gives us continued pause at the state of I/O research.

Mary Tenopir, in her Division 14 Presidential Address in 1980, argued that I/O research and practice were frequently too narrow, too insular. She advocated, first, more collaboration among those of the "I" and the "O" persuasions. We are beginning to see this—Schneider's ASA (Attraction-Selection-Attrition) model presented in his 1985 SIOP Presidential Address is a good example—but research studies and applied research projects are still more likely to take predominately one side or the other of the hyphen and not give appropriate weighting to both.

Tenopir also argued for working with psychologists who are not I/O psychologists—clinical, educational, cognitive, social, and so forth—for a broader perspective. We have tended to "borrow" concepts from these other areas of psychology, but much less often do we actually work together with them in research or practice settings. Finally, Tenopir called for collaboration with other disciplines—economics, education, sociology, finance, management, and so forth. Again, the argument can be made that we have ig-

nored as a field one of our basic findings from organizational research and practice—that attitudinal and behavioral change and acceptance of ideas occur more frequently when there is a perception of ownership and buy-in; working together with those from other disciplines can foster mutual acceptance of multiple perspectives on organizational problems. Now, we tell lawyer and economist jokes; they tell psychologist jokes; the joke is likely on us when it comes to organizational and societal influence. Enough about these issues before we get so depressed that we cancel the rest of the conference!

SIOP and These Concerns: Today

What is SIOP doing today about these concerns? I want to briefly review what SIOP has been doing about these concerns and then shift to some personal thoughts about what else we can do in the near future.

Science, Practice, and SIOP

I like to think that we have an open Society, but I know that committees and task forces get filled via processes still unclear to many members. Let me outline those procedures. For standing committees, we have our volunteer forms in TIP, and on the SIOP website, and I urge you to volunteer for what interests you. We do our best to place people on committees they want and we have procedures (term limits) that ensure turnover to give others a chance to serve. For task forces and other temporary groups, members with an interest in a topic tend to be asked, but your leaders are limited by their knowledge of who is interested in what issue, so communicate that interest; we are interested in hearing from you. Finally, nominate and vote for our elected offices. Remember, the apathy of many of you contributed to your having to endure this talk!

The SIOP executive committee probably spends more time on how to encourage BOTH science AND practice than any other topic. We have made progress over the past few years in revising (expanding is probably a better term) the guidelines for election to Fellow in SIOP, that is, what constitutes an unusual and important contribution to I/O and psychology, especially in relation to what kinds of practitioner contributions are appropriate and observable indicators.

Our Education and Training Committee has recently revised the doctoral training guidelines, with changes to the competencies that should be achieved by the graduate of such a program—many of those changes reflect needed skills in the application of the knowledge we gain in grad school. These revised guidelines are in the midst of APA review now, but are available in draft form. They have benefited from considerable input from aca-

ademic and practitioner members and represent a good example of how we can work together for mutual benefit.

Similarly, a revised I/O ethics casebook will soon (we hope) roll off APA's presses, a product of a special subcommittee of SIOP's Professional Practice Committee. It addresses ethical issues in both academic and practitioner arenas. Finally, I want to note that recently we have established two new awards, one that might be categorized as "science"-oriented (the William A. Owens award) and one that is "practice"-oriented (the M. Scott Myers award). These are both supported by endowment funds created within the relatively new SIOP Foundation; they honor prominent SIOP members in the research and practice areas.

Enhancing Respect and Acceptance of I/O

We have established, under the auspices of the Long Range Planning Committee, a task force that is looking into the questions of I/O's image, its acceptance, and the extent to which we are "known" by corporate and policy decision makers. We are also seeking to broaden our connections with associations, both psychological and other. At this conference, several SIOP leaders are meeting with Russ Newman, Executive Director of APA's Practice Directorate, to explore ways that we may work together. I should add that we are not abandoning our already excellent relations with APA's Science Directorate; Bill Howell will attend that meeting as well. Let me note that Bill is retiring at the end of this calendar year. Much of the enhancement of relations between SIOP and APA is directly due to Bill's good offices. A search is underway for Bill's successor; candidates attuned to I/O are needed. Help us find them!

One area in which SIOP leadership will admit ignorance is the nature of our members' connections with various non-I/O groups—research, practice, industry, government, whatever—that could be valued allies. Please let us know where we might make connections that can help us spread our message.

SIOP and These Concerns: The Future

It seems to me that we do better internally when we have an external concern or threat. All of us, academic and practitioner, ought to be concerned about the image, the respect, the acceptance of I/O as a discipline and profession. Can the enhancement of I/O be a superordinate goal that can help us to stop internal bickering and grumbling, help us have a more open Society, help us have closer academic/practice relations?

How can SIOP help to enhance respect/acceptance of I/O Psychology? I'd like to suggest Society action in three areas. None is THE answer; they do not represent charismatic vision; some are mundane, perhaps; but they

collectively offer some possibilities for a more effective SIOP as an advocate for our profession.

1. Broaden SIOP's linkages. American industrial psychology in its formative years had strong ties with international industrial psychology. Viteles, among others, used to write regularly about industrial psychology in other parts of the world; reports of international conferences regularly appeared in our journals. Given the increasing globalization of our organizations and the economy, we have not been doing our part as a Society to develop our professional linkages with our international colleagues. We have as individuals and as a Society an excellent opportunity next year to improve this situation: The International Congress of Applied Psychology, the meeting of the International Association of Applied Psychology that occurs only every 4 years, is meeting for the first time ever in the U.S., in San Francisco, in August 1998, immediately prior to the APA convention. I/O Psychologists from all over the globe will be there; we should be there in force. I encourage you to attend. I have been at the last two ICAPs and can attest that they are excellent meetings. I also want to note that we have registrants from at least 17 countries at this SIOP conference; we especially want to welcome our international colleagues.

SIOP is also beginning to work with the European Association of Work and Organizational Psychologists to develop joint programming for the 1998 APA convention that follows the ICAP in San Francisco so that we may take advantage of our many European colleagues who will be in the U.S. We welcome ideas for this collaborative effort and plan to continue discussions with EAWOP for other mutual activities in the future.

Mary Tenopir called for more multidisciplinary work—this has been the theme of several recent SIOP Presidential addresses: to name a few, Shelly Zedeck called for research on work and the family; Dan Igen for research on health issues at work; Mike Campion's address last year noted the existing approaches to work design from several perspectives and called for their integration. SIOP should move to develop linkages with other professional societies that can help us conduct more useful research and practice in these and other content domains.

Certainly, we need more links with business, industry, and labor groups; again, as individuals we often have these, but SIOP as a society does not. I hope that the SIOP task force on image and acceptance of I/O will help us identify those groups who may be receptive to closer linkages.

Morris Viteles, who passed away in December 1996 at the age of 98, would have been in favor of these suggestions, I think. As I mentioned earlier, he wrote often on industrial psychology around the globe and was heavily involved with IAAP. He wrote articles on industrial psychology in general social science journals with modest titles like "The Role of Industrial

Psychology in Defending the Future of America" (1941). Was this oversell? Perhaps, but it did grab some attention outside of I/O!

2. Communicate the I/O perspective. How do we better communicate the I/O message to our multiple constituencies? We have been too technical for many of our customers. Social cognitive psychologists like Nisbett have found that most people are influenced in decision making not so much by dry statistics and logic as by vivid examples. As applied scientists and research-based practitioners, I/O psychologists are loath to downplay data. We try to build credibility by reliance on numbers, statistics, and research methodology. That is our distinctive foundation, and I would never suggest that we abandon these things, but we must accept that not everyone's heart is gladdened by a factor analysis, a LISREL model, or a utility analysis. SIOP can take a lead here by commissioning task forces whose goal is to produce statements (position papers) on various topics about what we know, how to approach what we don't know, and why simple answers don't always work for complex organizational issues.

3. Give I/O psychology away. Now, I engage in heresy of a sort—many of us sell I/O psychology for our livelihoods—indeed, we might agree that all of us do. George Miller in an APA Presidential address advocated giving psychology away for human benefit. I will argue that we must do the same for I/O. But, I think that SIOP and I/O psychology can benefit as well from this action. This is not new. The current TIP describes a very successful pro bono project conducted by a committee of Division 14 in the early/mid 70s—the National Association of Secondary School Principals Assessment Center. I will not repeat here Paul Hersey's excellent description of that project, except to say that it is the model for what I am advocating: I/O psychologists making a real-world difference for intrinsic reasons, but an effort which could help also to enhance I/O's image and acceptance in society.

My former Penn State colleague, Frank Landy, when he and I were discussing this notion recently, suggested that SIOP "adopt" the District of Columbia government as a pro bono project, become its HR and OD "agency" and put the city back on its feet. A bold proposal! Perhaps too bold as a first new attempt, but this has stimulated thinking about the concept of pro bono work.

An avenue which I want to explore regarding pro bono projects is the development of SIOP linkages with the many local and regional I/O groups around the U.S. (See the April 1997 TIP for a listing of these groups). This is after all a talk about ORGANIZED I/O, and I have omitted any reference to them so far. This type of pro bono work is both a professional and a political enterprise. All politics are local. Local I/O groups are more likely than SIOP to have the contacts and the awareness of needs that are crucial to success. SIOP can serve as a catalyst, a resource, and a clearinghouse for such efforts. We can do good work and do good for ourselves.

We can also use this as a vehicle for building better academic-practice relations. We will need teams to work on such projects—teams of practitioners, academics, and students. Working together can build personal relationships that may have lasting effects. This may be a way for graduate students to gain skills related to practice; for academics to observe real-world-problems requiring varied research methodologies; for practitioners and academics to engage in Klimoski's dialectic. I don't want to belabor this idea, but it would seem to have many positive features that can help us as individuals and as a Society.

I should be clear that I usually persist with my ideas, so consider yourself forewarned: Someone may be talking to you about contributing some energy, expertise, and time to a local project. I hope you accept.

Before I close, I want us to remember that we have much to celebrate, not only tensions. We have more members and affiliates than ever before. Our annual conference is a roaring success—look at us all here—academics, practitioners, students. Think about your good SIOP friends—"I's" and "O's"; academics and practitioners. Mike Campion last year ended his talk with a typically compulsive and comprehensive listing of all the reasons that he, and all of us, can be proud to be an I/O psychologist. I will not attempt to top that; I agree too much with his list to compete with it.

I wish to end on a personal note—to thank the many teachers, colleagues, and students who have built for me a series of enabling environments—my undergraduate days at Georgia Tech; in grad school at Maryland; my faculty time at Penn State; and within Division 14 and SIOP—so that I might be able to open this conference today. Thanks to you all. May all enjoy their finest SIOP conference ever!

Future SIOP Annual Conference Locations & Dates

1998	Apr 24-26	Dallas, TX	Loews
1999	Apr 30-May 2	Atlanta, GA	Marriott
2000	Apr 14-16	New Orleans, LA	Hyatt
2001	Apr 25-29	San Diego, CA	Sheraton

Bridging the Gap Between Academics and Practice: Suggestions from the Field

David Hyatt, National Computer Systems

Russell Cropanzano, Colorado State University

Laura A. Finner, Personnel Decisions International

Paul Levy, University of Akron

Thomas M. Ruddy, Xerox Corporation

Vicki Vandaveer, The Vandaveer Group, Inc.

Steven Walker, Chase Manhattan Bank

As I/O psychologists, we engage in a delicate balancing act. As a discipline we acknowledge that different perspectives and priorities are beneficial for our field as they can generate lively discussions and result in collaborative breakthroughs. Unfortunately, SIOP continues to be a house divided. On one side are practitioners, held accountable by businesses and subject to the priorities therein. On the other side are academics, held accountable by research universities, and subject to the demands of basic science. That this gap is a concern to the members of this field is evidenced by the considerable effort invested in closing it. For example, the criteria for a SIOP fellowship now includes significant practice contributions; the Practitioner Forum is now a program category at our annual meeting; more emphasis on practice appears in certain journals; and the SIOP program provides welcome evidence of growing collaboration between academics and practitioners on SIOP programs. However, despite this progress, the gap remains.

Evidence to support the existence of this gap is easy to identify and is far from subtle. Consider the following: Exhibit A: practitioners still complain that academics don't do relevant research that can inform the needs of organizations, while academics still complain that the research conducted by practitioners is too messy—or "not scientifically interesting." Exhibit B: academics and practitioners typically do not attend each others' sessions at SIOP. Exhibit C: ongoing differences regarding professional issues such as licensure, standards, and accreditation of I/O graduate programs. Exhibit D: SIOP Presidential addresses continue to call for a reduction in the gap between science and practice. Readers are encouraged to fill in examples of their own.

The evidence cited above suggests that the gap between academics and practice has already grown too large. Of great concern to many practitioners and academics is the fact that I/O psychology appears to be "behind the eight ball" on numerous issues of significance to organizations. Consider some important business topics from the last few years: re-engineering, quality, leadership, process improvement, and customer satisfaction, to name a few. At their core, all of these interventions are about people. I/O psychologists

should be, or should have been, in position to take a leading role. Unfortunately, we are not "thought leaders" on these major fronts. This situation could worsen significantly as many thousands of clinical psychologists—driven out of their practices by managed health care—are turning their talents and energies to practicing in, and consulting to, organizations.

Another important concern is the status of graduate training. Many students attempt to navigate between careers as researchers or as practitioners, sometimes experiencing derision and discrimination from faculty for pursuing the "wrong" course. But this is not the science-practice ideal that we all hold. Indeed, it is entirely feasible (and often preferable) that one can be both. In any case, neither academic- nor practice-oriented students should be regarded or treated as second class citizens. Instead, students should leave their graduate training with exposure to both as well as a strong foundation in professional issues so they can function effectively in any endeavor they choose. Besides, if students are not trained in both areas, this may well serve to hinder communication and increase the academic-practice gap in the future.

For us, these observations raise some burning questions: What will become of the field of industrial/organizational psychology if this gap is not effectively addressed and ameliorated? How will we move into the 21st century if the work conducted at the university level is dismissed by practitioners as irrelevant, and if I/O practice is largely independent of learnings from research? We believe that the current gap in the interests of the two groups of I/O psychologists is large but not unbridgeable. Bridging the gap requires tapping the reservoir of mutual respect and good will embodied in the scientist/practitioner model.

As a group, I/O psychologists appear to be deeply committed to the scientist/practitioner model. The question we face is a practical one: How is the model to be operationalized? We recently posed this and other questions during a panel discussion at the SIOP conference in St. Louis. The remainder of this article summarizes the key suggestions gained from that discussion. It is our hope that these suggestions will be acted upon by SIOP and its members. In addition, it is our hope that this article will serve as a catalyst to additional conversations between both practitioners and academicians.

During our panel discussion, there were many suggestions about the causes of the growing gap between science and practice in I/O. Unfortunately, some of those causes are clearly beyond the scope of this discussion (i.e., it is unlikely that the tenure system and academic reward structures which sometimes focus on quantity of publications rather than the usefulness of the work to organizations is going to change in the near future). There was, however, one theme that became apparent throughout the course of the discussion: communication between academicians and practitioners. In our discussion, we observed that this dearth of communication is plainly mani-

fest in our (lack of) reading. Many of the journal articles published in the traditional I/O journals are not regularly consulted by practicing I/O psychologists, while the articles written by practicing I/O types, and our counterparts in human resources, are only infrequently examined by academicians. As a consequence, academicians often have little knowledge of the problems currently facing business organizations. Nor do they realize who in industry is amenable to conducting research on specific topics. Practitioners, for their part, frequently do not know the expertise available in universities and how their own work might benefit. As a result of these and other problems, academicians and practitioners rarely work together to develop a mutually beneficial outcome. So, how to address this problem? We have assembled the following based on the results of our panel discussion.

1. *Use the technology at our disposal.* SIOP has a web page that provides a potential vehicle for increasing the communication between all I/O psychologists. Specific web pages where practitioners could pose problems would serve to inform other I/O psychologists of the issues being wrestled with by their colleagues. At a minimum, faculty and students looking for applied opportunities would be able to contact the individual, possibly resulting in the development of collaborative research.

2. *Invited addresses.* The colloquia many of us suffered through in our grad student days represent an excellent opportunity for faculty, students, and practitioners to inform each other. Inviting local practitioners to share research needs, problems and solutions, and research interests could lead to the development of collaborative research programs and would certainly increase the likelihood that the research would find its way to the journals.

3. *Sabbaticals in industry.* Many organizations hire graduate students for 6 month and year long internships. Many faculty members take a 6 month or year long sabbatical leave after achieving tenure. Wouldn't it be interesting if faculty members did an "internship" in the organization to find out what was new, pressing, or of interest to the organization? This information could be taken back to the university and countless research projects developed to address the issues faced by the specific organization. The flow of information goes in both directions. The organization would benefit from exposure to the newest scientific techniques as well as an external perspective. It is hard to see how anyone could lose from this plan.

4. *Involve practitioners in graduate education.* All graduate programs offer advanced seminars and at least a modicum of practical training. Practitioners could be involved at least as guest lecturers, but (better yet) as class instructors. This could enrich graduate training considerably.

5. *Practicum projects.* A model that works effectively at many colleges and universities bears repeating. Many local organizations can benefit from pro bono work completed by grad students and supervised by faculty members. True, many of these are less than glamorous (how many job

analyses can you do without going batty?) but the experience in working with organizations, observing how HR functions fit into the larger organization context, and putting on a suit every once in a while is always valuable. Some organizations willingly contribute money to the graduate programs as a token of their appreciation which can then be used to fund travel to conferences, and so forth. Alternately, some organizations willingly pay graduate students a nominal fee for these same projects.

6. *Mutual research groups.* It worked when we were in graduate school as a way to become familiar with research in a specific area. Many of these groups led to research studies. The same thing can happen when practitioners and faculty and students form a research group to study specific issues of relevance to the practitioner and his/her organization.

7. *No more lipservice.* It is very easy to sit around and whine about the state of the society, the ever-increasing gap between academics and practice, or the activities engaged in by the "other" camp (academician or practitioner). It is much harder to get out and do something about it. We need to get past the name calling and stone casting and figure out what each of us can do to make a difference.

These and other ideas surfaced during a short 100-minute session. Granted, they are rough suggestions and need further development, but they are a start. If each of us takes advantage of what we have to offer (either one of the suggestions listed here or in one of the countless other ways possible), the gap will begin to close. If we all sit back and recognize there is a problem, but do nothing, then we are at risk of missing the opportunity to make a difference and advance the status of our discipline to the level we all believe it belongs. As Morgan Freeman's character states so eloquently in *The Shawshank Redemption* "get busy livin' or get busy dyin'."

**If you have a pro bono project to suggest,
please contact**

Kevin Murphy, SIOP President
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Colorado State University
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A Few Suggestions for Bridging the Gap

Nancy J. Stone
Creighton University

Jim Farr's presidential address at the recent SIOP conference reiterated the need to bridge the gap between scientists and practitioners. In addition, a panel discussion addressed ways to close the gap between individuals in academia and industry. Many of us academics wish to bridge the gap between theory and practice with the educational experiences we provide our students. Unfortunately, opportunities available to the academic are often limited or neglected.

As a recently tenured faculty member, I have coveted an internship position for my impending sabbatical year. Yet, the internship placements advertised have been mostly for graduate students. If industry could offer even 3-6 month placements, this would allow academics the opportunity to update skills and renew perspectives about the working environment. Summer placements could also be effective. Understandably, these placements are likely to be highly competitive, but both industry and academia should benefit. Long-term working relationships could, potentially, evolve.

At this point, I have addressed mainly what industry might do for academics. It is important to remember, though, that academics have multiple opportunities to apply and represent their expertise within their academic organizations. Although committee work is often perceived as a nuisance, interference, or distractor from the important or main purposes of teaching and research, these "assignments" frequently require the knowledge, skills, and abilities of I-O psychology on projects which parallel industry. For example, several years ago, I oversaw the development and implementation of assessment of student learning for the College of Arts and Sciences. This position involved organizational change. The following year I was appointed by the president to the university benefits committee. The first year was dedicated to the selection of an EAP for our university. My successful participation on these committees is greatly due to my knowledge and skills as an I-O psychologist. Hence, opportunities such as these could be used to apply our knowledge to our academic organizations and should be used to educate our administrators, who network within and outside the university/academic community. That is, academics are in a great position to educate individuals, not just students, about I-O psychology. Therefore, if we academics shared some of our "real world" experiences with the real world, this may help bridge the gap, or at least open communication between academia and industry.

Science, Practice, and the Paradoxical Nature of I/O Psychology

Russell Cropanzano
Colorado State University

Last April I participated in my first SIOP panel regarding the relationship between the science and practice of I/O Psychology. It was a great experience for me—a chance to play to a crowded room on a platform with some of my friends. Though I've presented my ideas on many occasions, I don't think I've ever been on a panel that generated as much positive appeal. Nor does this interest seem to be limited to our little group. In fact, discussions and debates between academics and practitioners are something of a fixture at SIOP, involving some of our best and brightest members. This attention engenders a certain humility. What, after all, do I have to add to SIOP's ongoing dialogue? Why are these discussions such a popular motif? I suspect that if I can answer the second question, I will have answered the first.

The debate between academics and practitioners, and the sometimes uneasy compromise we call the science-practitioner model, defines the axis around which our discipline revolves. I/O psychology is built upon this groundwork, but it is a deliberately unsteady foundation. For me, the metaphor that most captures the current state of I/O psychology is the Roman god Janus. In Roman mythology (and remember that a "myth" is nothing more than a story to help us understand) Janus had two faces, one on either side of his head. Janus' vestige was displayed at portals and gates, looking in and looking out. With a steady countenance, he looked both forward and backward, but in the final analysis, these directions were arbitrary. When you see in two directions, points on the compass have no real meaning. Both faces looked "ahead," though "ahead" was along two routes at once. Janus was more than an observer. His image presided over travelers and their enterprises. Janus was one who kept people and things moving safely in both directions.

I/O psychology is like Janus in that we also face two directions. One face looks to basic science, mostly quantitative and social psychology. Another face looks to business and business enterprise. Both faces look "ahead," though "ahead" is along two routes at once. The science-practice model is unsteady because each face must lead us forward without ripping the discipline apart. All I/O psychology—be it academic or practical, lies in a portal. We are at the crossroads of an immense byway where scientific thinking and business enterprise form a junction. Like Janus, our job is not simply to watch, but to ensure that knowledge keeps moving in both directions: Practice informing science and science informing practice. More confusing still, the nexus between science and practice is not a static struc-

ture. Rather, it is a dynamic conduit in which information is always in motion.

It is this nexus of basic knowledge and practical application, regulated by the science-practitioner model, that *defines* I/O psychology. To fully understand what this sentence means, imagine turning both our faces in one direction. What might we be? Suppose we close our eyes to business and look only to basic science? In this event, we would, by definition, cease to be I/O psychologists. Instead, we would become social, cognitive, personality, or quantitative psychologists—whatever fashion suited each individual. Without application I/O would be, as Tchaikovsky once said of Brahms, “a ped-estal without a statue.” Now suppose that we close our eyes to science and look only to business. In this event, we would become personnel administrators, HR specialists, or labor arbitrators. Worthwhile lives to be sure, but not the lives of I/O psychologists. As a discipline, I/O psychology is predicated on the faith that psychological science has something to offer business and that business has something to offer psychological science. Ultimately, this faith is blind because it can never be unconditionally demonstrated. There is also a practical argument for the science-practitioner model. Both the basic science and basic business niches are sufficiently occupied by other specialists. I/O psychology’s richest opportunities for growth can be found in the open frontier that lies between science and practice.

When we discuss science and practice, we are discussing what we are. And when we define ourselves with the science-practitioner model, we are endorsing a paradox. Like Janus' gaze, the way forward lies along two routes, and we must proceed together down both. When we fail to grasp the elusive and paradoxical nature of this conundrum, we lose sight of our own identity and we lose our way. The long term success of I/O psychology relies on keeping our gaze firmly focused in two directions.

***Multiple Facets II*, the sequel to Ann Howard's 1990 study of SIOP members, has been updated and is now available!**
Contact the SIOP Administrative Office to order your copy. Only \$3.

A Sweet and Musical Golden Anniversary Celebration

Laura L. Koppes
Tri-State University

The Golden Anniversary Celebration during the 1997 SIOP Conference was a terrific success! The conference began with a wonderful president's address by **Jim Farr** who covered 50-plus years of Division 14/SIOP in 55 minutes! Interestingly, issues from 50 years ago continue to be issues today!

The anniversary was also celebrated in other ways throughout the conference:

- * a history of workshops was presented during the luncheon for the workshop participants
- golden anniversary notebooks were given to doctoral consortium participants
- * the golden anniversary logo was included on the race t-shirts
- * golden anniversary mugs were available for purchase from the SIOP Administrative Office
- * a history exhibit displayed photos, archival records, and presidents' autobiographies
- * a past presidents' panel discussion representing 37 years of Division 14/SIOP was facilitated by Jim Farr
- a music anthology of work-related songs was presented during the luncheon
- * golden anniversary logo stickers were distributed to members
- * various sessions with historical perspectives were conducted

The highlight of the celebration was the Dessert Reception; delectable desserts, coffees, teas, and bubbling champagne were enjoyed by all who attended the reception. A special thank you goes to Katherine Klein for organizing the details of the reception. In addition, a big thanks goes to Paul Sackett and the past presidents for providing the musical entertainment. It was a delight to see and hear past officers as well as members join together to celebrate 50 years of our organization. The song written by Paul is included in this TIP along with photos from the celebration.

The Golden Anniversary will be celebrated at the 1997 APA Annual Conference in Chicago this August. SIOP will participate in a Division Fair to share information and our history to others. T-shirts with the golden anniversary logo will be available for purchase. A Golden Anniversary Gala is scheduled for everyone attending the conference. There will be music, dancing, a 50th anniversary toast, and birthday cake. The oldest living president of each Division who attends the Gala will be honored.

The celebration of the Golden Anniversary of the Divisions will conclude at the 1997 APA Annual Conference. Thanks to everyone who participated throughout this past year to help all of us remember and cherish our past!!

If you are interested in preserving the history of SIOP, please contact SIOP's historian, Laura L. Koppes, Chair, School of Business, Tri-State University, 1 University Ave., Angola, IN 46703. Telephone: 219-665-4183; FAX: 219-665-4830; E-mail: KOPPESL@alpha.tristate.edu



The 50th Anniversary exhibit at SIOP's Twelfth Annual Conference



Wanda Trahan and Jeanne Russell celebrate the golden anniversary



A chorus of Past Presidents backs up Paul Sackett's singing: (L to R) Lyman Porter, John Campbell, Victor Vroom, Herb Meyer, Ann Howard, Neal Schmitt, Mike Campion, Rich Klimoski.



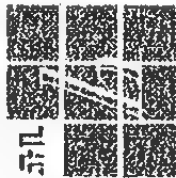
(L to R) Wayne Cascio, Shelly Zeideck, Irv Goldstein, Frank Landy and Milt Hakel sing out in the Past Presidents' Chorus.



Laura Koppes (L) and Katherine Klein planned and organized the 50th Anniversary Dessert Reception—a fabulous celebration.

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The Student Network

Greg E. Loviscky
The Pennsylvania State University

Bryan C. Hayes
Old Dominion University

Before presenting this edition's article, we would like to announce that this is the last edition of the Student Network for which we will serve as editors. After two years, we felt that it was time to give someone else the chance to work with the great people at TIP and with graduate students from across the globe. The new co-editors are Lori Foster and Dawn Riddle, both from the University of South Florida. We wish them the best of luck and hope that they will have as much fun with their editorship as we did. Before we go, we would like to thank Mike Coover, the staff of the SIOP administrative office, and all of the graduate students with whom we worked over the last two years. We hope we will see you at IO/OB or SIOP in the coming years.

Speaking of IO/OB, the winner of the inaugural Jeopardy Challenge was... George Mason University. Maybe next year's IO/OB in sunny San Diego will continue the Jeopardy Challenge and provide another opportunity for competition.

Training Future I/O Psychologists: A Comparison of Industrial/Organizational Psychology Graduate Schools in Four Countries

Erika L. Ringseis
The Pennsylvania State University

Helena Thomas
Goldsmiths College, University of London¹

The introductory message from the Society for Industrial and Organizational Psychology's (SIOP) former President, Jim Farr, in January's edition of TIP, began with the statement: "One of my personal goals for SIOP is to increase our level and quality of interaction with I/O psychologists around the world." One of the key stepping stones to interacting with members of different countries is to try to understand the similarities and differences that

¹ Our thanks to Lisa Keeping and Nerina Jimmieson for enduring our endless emails and bothersome questions...and we apologize in advance for any misinterpretations on our part!

may stem from the different training we receive. Thus, exploring the manner in which our future academicians and practitioners are trained will, we hope, facilitate communication and interaction between I/O psychologists in different countries.

In what follows, we overview the thoughts of a few individuals who, while sharing an interest in the field of I/O psychology, have different educational experiences and insights. We administered a questionnaire to a semi-random² sample of four individuals who have experienced university education at an undergraduate and graduate level in at least one of four different countries (Australia, Canada, U.K., and U.S.). The questionnaire consisted of 21 items organized into four broad categories: The Application Process, Academic and Career Choices, Training, and Cross-Cultural Comparisons. These questions were completed by Erika Ringseis (Canadian, Bachelor degree from Canada, currently pursuing a master's and Ph.D. in the U.S.), Helena Thomas (British, a bachelor's degree from the U.K., a master's degree from Canada, currently pursuing a Ph.D. in the U.K.), Lisa Keeping (Canadian, bachelor's and master's degree from Canada, currently pursuing a Ph.D. in the U.S.) and Nerina Jimmieson (Australian, bachelor's degree from Australia, currently pursuing a Ph.D. in Australia). What follows is a précis of the responses and viewpoints.

A: The Application Process

One note is that "I/O psychology" is the term in Australia, Canada, and the U.S. but it is referred to as occupational psychology in the U.K., but also occasionally as organizational psychology and/or work psychology, as in the rest of Europe.

In Canada and the U.S. the common route is a 4-year bachelor's degree, a 2-year master's degree, and then a 2-3 year Ph.D. It is also fairly common in both North American countries for the bachelor's degree to contain a 1-2 year "general" stage, when courses other than psychology are taken (e.g., philosophy, biology). In the U.K., the undergraduate degree focuses solely on psychology, covering the main topic areas, methodologies, and statistics, although at some universities you do take courses in other disciplines during the first year. Undergraduate degrees in Scotland are slightly different, however, the systems throughout the U.K. are fairly similar for further study at the "postgraduate" level. The usual path to a Ph.D. in I/O psychology is a bachelor's (3 years) then a master's in occupational psychology (1 year) followed by a 3-4 year Ph.D.

² Whether or not the choice of cases was random or not is unclear, but the process by which we found each other is too complicated to explain in a footnote!

Although all four countries appear to have some distinction between "terminal master's" programs, whereby one graduates and enters the applied work-force, and Ph.D. programs where the focus is more often on research, Australia has the most delineated structure of programs. There are Master's Research (thesis only), Master's in Organizational Psychology (coursework and thesis), Ph.D. Researcher (larger thesis only) and Ph.D. Organizational Psychology (combined coursework and thesis). This latter category is only about 5 years old.

The U.S. appears to have the greatest number of programs, with Australia and the U.K. having a good number of programs, and fewer in Canada. The application processes in the U.S., Australia, and Canada are similar, involving a formal application, references, transcripts indicating a high grade point average (GPA), a letter of intent or plan of study, and occasional interviews. The Graduate Record Examination (GRE) is required in the U.S. and Canada. In the United Kingdom, the application process is more informal. Students complete formal applications, submit references, and submit a research proposal for both universities and funding sources. Transcripts may also be requested. Overall, the search for a program is driven more by who they want to study with than where they would like to study. Students contact potential supervisors and are interviewed by them as well as departmental heads.

In all four countries, there are two major types of students at both the master's or doctoral levels. The first are those who have come straight through the academic "assembly line," possibly with a year or two of work experience after receiving their bachelor's degree. The second are older students who want the qualification either as a change of direction or to consolidate their industrial experience to date. There is tentative suggestion that the assembly line route is more common in Australia and the U.K., whereas taking some years off to work first are becoming more common in Canada and the U.S. In addition, only the respondents receiving advanced degrees in Canada or the U.S. mentioned military personnel comprising a significant portion of the I/O psychology student body. International students seem to be less common in Canada than in the other countries. The U.S. programs accept international students from a variety of countries, as can the U.K. Most of the foreign students in the U.K. appear to be from Asia or Greece. In Australia, international students are predominantly Asian/Pacific Islander.

Three of our four respondents chose to study, at some point in their academic career, outside of their home country. Reasons for this included the existence of a school with a high reputation in the field, advertisement of bursaries to study abroad, and the appeal of "broadening one's horizons" by living abroad. Thus, the desire for a personally enriching experience, and/or the desire for a program that will be recognized in the academic job market

appear to be the main reasons for leaving. As one person noted, however, it was not an issue of *quality* of the education per se.

B: Academic and Career Choices

In Australia, the U.K., and Canada, many students complete their master's degree and then enter industry or other areas of applied consulting. Thus, a master's degree is seen as an end in itself and not just a hurdle on the way to a Ph.D. In Canada, this decision may be motivated by the perception that there are few academic positions available in I/O Psychology. In the U.K., a master's degree is the first and necessary step towards becoming chartered by the British Psychological Society (BPS), which is often an end goal because consulting offers more lucrative financial benefits than academia. In Australia, students seek industry-based jobs regardless of their level of graduate degree, although those with a Ph.D. tend to maintain stronger academic ties. In the U.S., there appear to be more opportunities for both applied positions and academic positions, due to the sheer volume of businesses and schools.

C: Training

At the Ph.D. level in the U.K., a few classes are normally required (methodological, statistical, and ethical classes) with others available but optional. Coursework is emphasized during study for the master's degree, which is assumed give students sufficient grounding for doctoral level research. Classes in Australia are taken dependent on the type of program (see above for clarification). These classes involve the students extensively, including having them present training workshops and other topics. The emphasis is on assignments, projects, and presentations, with exams taking a lesser role in grade assessment. In Canada, there are some classes that are required, often with casual formatting, such as discussion and presentations. In the U.S., there are generally some core classes that must be taken, and exams in the graduate level courses are common. For all countries, theoretical courses are principally based upon journal readings.

"Comprehensive exams." These two words send a shiver down every graduate student's spine...in North America. Canadian and American schools frequently have some sort of huge essay exam that requires students to know everything about I/O psychology that has ever been written (O.K., slight exaggeration). In contrast, a research proposal and a dissertation/thesis are the main requirements for a Ph.D. in the U.K. and Australia.

Research opportunities in the U.K. are limited only by one's imagination, ability to find an appropriate supervisor, and (the big hurdle) funding. In Canada, because of the reduction in class-time requirements, there is time to engage in research, and several consulting opportunities. Professors encour-

age, but do not necessarily require, abundant research outside of program requirements. In the larger U.S. schools, however, it often seems like students are *expected* to conduct research outside of class time, which is often difficult given the course load. Thus, one hypothesis might be that, although graduate students across the globe have similar high demands on their time and energy, in the other English-speaking countries these demands tend to be more internally driven, in the U.S. (and, to a certain extent, Canada) these demands may be from external sources.

The advisor-advisee relationship appears to be an area where further cross-cultural research might yield interesting insight. Generally, the experiences of our respondents indicates that the U.S. and Australia may cultivate a deeper relationship between advisors and advisees than in Britain or Canada. However, regardless of the country, supervisors usually play a large role in a graduate student's academic life, offering feedback on academic work and related issues.

The graduate student bodies in all four countries appear to be cohesive. It was suggested that undergraduate years were the ones for competition, but once you get to graduate school, it is more relaxed. One quote sums it up: "Students are very supportive of each other, often helping out with different types of statistical procedures, referring people to information that might be of relevance to their thesis, and so forth." However, beyond the academic support, advice and cohesion, only those students in the U.S. mentioned strong tendencies to engage in social activities together: "Many students study together and most students [socialize] together."

The image of the poor graduate student standing on the street corner with an empty cup and a big sign saying, "Please Fund Me" does not appear to cross all international boundaries. In the U.S., teaching and research assistants work long hours, graduate students pay a lot of money in tuition, and scholarships are scarce. Hence the grad student beggar image. Securing funding in the U.K. is also a difficult task. Competition is fierce for governmental awards, as well as both university- and industry-based bursaries. Teaching or research work is often pursued, although this seems to be less formal than the TA/RA structure of the U.S. In Australia the funding situation appears less bleak, although competition is becoming more intense for the tax-free Australian Postgraduate Award scholarships and the university scholarships. Scholarships are generally supplemented with 9 hours or less of tutoring/research assistant work.

The funding climate appears most receptive in Canada. It is common for universities to guarantee funding (in the form of formal TA/RA positions as in the U.S.) for a graduate student's entire program. In addition, there are many federal and university scholarships available. TA/RA positions generally require short hours weekly (more like Australia than like the U.S.), and tuition is not as high as it is in the U.S.

Journals and professional affiliations are similar for individuals studying in the four countries. The American-based psychology and management journals are commonly read and referenced in all of the countries. Americans and Canadians tend to belong to SIOP, APA, and students in Canada may also consider membership in the Canadian Psychological Association (CPA). In Australia, most students will be a member of the Australian Psychological Society (APS), and SIOP membership is also common. In the U.K., most students are members of the British Psychology Society (BPS).

D: Cross-Cultural Comparisons

Programs in the U.S. were perceived to have a greater emphasis on course work than in other countries. In addition, in Canada and the U.S., students continue their studies across a diverse range of subjects to a later stage in their education than in the U.K., where specialization occurs earlier. Another perception is that the North American grading scheme is more generous than in the U.K., and American grading systems tend to be more lenient than Canadian ones. Given that graduate students are among those most likely to be crossing national boundaries, both students and professors need to be aware of these differences when assessing candidates. Furthermore, supposedly equivalent exams such as GREs cannot be assumed to be comparable as (a) preparation materials and courses are not equally available in all countries, and (b) North American biases may be present in the questions.

In Australia and the U.K., graduate students hear about I/O psychology programs in other countries mainly through colleagues with direct links to other schools. In Australia, these tend to be U.K.- and U.S.-focused, while in the U.K. they tend to be U.S.-focused. Our Australian respondent also reported using the World Wide Web. Canadians hear of programs in the U.K. and U.S. Thus, U.S. and U.K. programs seem to receive more "airtime" than those in Australia or Canada.

Conclusion

It is interesting to note the similarities and differences in the education systems of these four countries, although it must be borne in mind that the information reported here reflects the perceptions of only four individuals whose views represent a small sample of all those studying in various I/O programs around the world. Some common themes emerge, in particular that funding and finding the right supervisor are essential aspects of graduate study. It should be remembered that it is not only the program that is important to graduate life. As one respondent stated, "Where you go to school is really only one part of it. There are many other things that affect your experience such as your advisor, the city/town your program is in, the other students, your personality, your motivation, and your goals."

Report on the Survey of Graduate Programs in Industrial/Organizational Psychology and Organizational Behavior/Human Resources

Joan R. Rentsch

Wright State University

Geula Lowenberg

University of Wisconsin-Parkside

Janet Barnes-Farrell

University of Connecticut

Darcy Menard

Wright State University

First Author's Final Note: One of the best things about creating an article such as this is the opportunity to meet (albeit in this case only electronically and on paper!) people from other countries. I had fun writing this article, and I owe a big thank you to Helena for her help, support, and advice. With free trade agreements, world trading blocs, and multi-national corporations, there is a great need for cross-cultural research. However, for all of us at a personal level, there is a need for cross-cultural experiences. We have a lot to learn from, and share with, each other—eh?

Second Author's Final Note: I would like to thank my co-author, Erika, for her delightful email messages, with stick-men illustrations encouraging me to get up from my desk and do various stretching exercises. Developing this article together over email has been an interesting and enjoyable experience. If anyone would like to fund our continued joint research project, help would be most welcome! But seriously, my own experience of applying to study for a master's degree in Canada revealed to me the differences in education systems that exist. Awareness is an essential first step to overcoming barriers and encouraging and enabling more people to cross national boundaries, by email or in person. I hope our brief article will contribute to this process.

Using a systems model, input, throughput, and outcome variables were examined for differences related to degree type and to graduate program type. Specifically, systems model components of Ph.D. programs in Industrial/Organizational Psychology (I/O) were compared to those of Ph.D. programs in Organizational Behavior/Human Resources (OB/HR). Masters and Ph.D. degree programs in I/O were compared similarly. Program and degree type produced significant differences in all three systems components. For example, GRE requirements, work history (inputs), number of full-time faculty (throughput), number of degrees awarded, and job placements (outcomes) differed based on degree type and program type.

How do I/O programs located in psychology departments differ from their counterparts located in business schools and management departments? In what ways do masters level programs differ from doctoral programs in I/O? Students who plan to pursue graduate work in our field commonly ask these questions. Some of the answers are fairly straightforward; others are less obvious. In this article, we have tried to summarize some of the salient distinctions that emerged when we examined the self-described characteristics of graduate programs included in the most recent edition of *Graduate Training Programs in Industrial/Organizational Psychology and Related Fields*, a SIOP publication that students, faculty, and guidance counselors use frequently as a source of information about graduate training programs in the field of I/O psychology.

Background

In 1995, the Education and Training Committee of SIOP conducted a survey of graduate program characteristics, admission standards, and program requirements/features. All known doctoral and masters degree programs in I/O psychology were invited to complete the survey; programs were identified from previous editions of the guide to I/O graduate training programs published by SIOP, journal articles describing graduate training in industrial psychology, and direct solicitation through notices placed in professional society newsletters. The survey was distributed to a total of 175

programs; completed surveys returned were by 143 programs. Responses were used to prepare the 1995 edition of *Graduate Training Programs in Industrial/Organizational Psychology and Related Fields*, which is available from the SIOP Administrative Office.

Method

Data obtained from the 1995 survey of graduate programs in I/O psychology and OB/HR were analyzed to assess differences: (a) between I/O doctoral programs ($n = 48$) and OB/HR doctoral programs ($n = 29$); and (b) between I/O doctoral programs ($n = 48$) and I/O master's programs ($n = 45$). Eleven programs had both terminal masters degrees and doctoral degrees. We conducted the analyses including and excluding these 11 cases. Because the results were very similar, we have included them in the reported results.

Using a systems model, we identified the survey items that assessed program inputs, throughputs, and outcomes. Input variables included: program admission requirements and characteristics of students admitted to the program. Throughput variables contained: the characteristics of the faculty and students and program requirements. Output variables incorporated: the numbers of graduates, time to complete the program, job placement information, and professional organizational memberships. Items that asked about licensing issues and plans for future program development were also analyzed. The input, throughput, and outcome variables served as dependent variables.

For the continuous dependent variables, analyses were conducted using one-way ANOVAS, except when tests for homogeneity of variance were significant. In these cases, t -tests were conducted. All significance levels were set at .05. Categorical variables were analyzed using chi square tests.

Significant differences between means for OB Ph.D., I/O Ph.D., and I/O masters degree programs for the input, throughput, and outcome variables are presented in Tables 1 and 2. A summary of the results is presented in the Appendix.

I/O Versus OB Ph.D. Programs

Input Variables: Program Admission Requirements and Student Characteristics

Program admission requirements and characteristics of students admitted to the program were the primary input variables. I/O and OB programs differed with respect to both types of inputs.

Program admission requirements. More I/O programs required the GRE verbal and quantitative scores (92% and 94%, respectively) than I/O pro-

Table 1
Significant Differences Between Ph.D. Programs in I/O Psychology and OB/HR Programs

Dependent Variables	I/O Ph.D.	Mean Scores OB/HR
Input Variables		
<u>Admission Requirements</u>		
GRE minimum	526	600
GRE total	1058	1200
<u>Student Characteristics</u>		
Number of students offered admission	10	6
% Students with graduate degree	16	53
% Students with other undergraduate degree	6	25
% Students with business degree	7	39
% Students with psychology degree	86	35
% International applicants	6	22
% National students enrolled	52	32
% Ethnic majority offered	53	26
% Female offered	43	15
% Female enrolled	50	27
% Students from work	6	19
% Students from other graduate program	18	35
% Students from undergraduate program	67	36
Throughput Variables		
<u>Program Characteristics</u>		
Number of full-time faculty I/O	4.8	8.1
Number of full-time male faculty I/O	3.5	5.8
Number of full-time female faculty I/O	1.3	2.2
Number of ethnic majority faculty I/O	4.1	6.4
% of students working part-time during degree	23.6	4.8
Number of full-time students	21.3	11.5
Number of full-time female students	12.6	6.0
Number of full-time ethnic majority students	19.1	10.4
<u>Degree Requirements</u>		
Number of programs requiring thesis	79%	10%
Number of programs requiring dissertation	100%	86%
Outcome Variables		
<u>Degrees Granted</u>		
Fewest year to completion	4.0	3.5
Average year to completion	5.3	4.9
Number of Ph.D. graduates	4.1	2.6
<u>Job Placement</u>		
% Teaching psychology	25.2	1.8
% Teaching business	6.6	84.6
% Working private sector	29.3	2.3
% Working public sector	7.5	.4
% Working as consultant	22.7	3.7
Favorability of Applied Job Market	3.4	2.2

Table 2
Significant Differences Between I/O Ph.D. Programs
and I/O Masters Programs

Dependent Variables	Ph.D.	Mean Scores	Masters
Input Variables			
<u>Admission Requirements</u>			
GRE minimum	526		484
GRE average	605		526
GREQ minimum	531		487
GREQ average	653		567
<u>Student Characteristics</u>			
Number of students who applied	67		52
Number of student offered	10		21
% Local applicants	5		19
% National students enrolled	52		25
% Ethnic minority students offered	10		5
% Ethnic minority students enrolled	13		8
% Students from other graduate programs	18		3
Throughput Variables			
<u>Program Characteristics</u>			
Number of full-time faculty I/O	4.8		3.3
Number of faculty other department	2.1		1.0
Number of full-time male faculty	3.5		2.0
Number of full-time ethnic majority faculty	4.1		2.9
Number of full-time ethnic minority faculty	.4		1.0
Number of other male faculty I/O	1.6		.6
Number of other ethnic majority faculty I/O	1.8		.7
Number of part-time students	2.7		6.9
Number of part-time male students	.9		2.6
Number of part-time female students	1.8		4.3
Number of part-time ethnic minority students	.3		1.0
% Working in a different profession degree	3.3		18.8
% Supported on assistantship	56.5		25.5
<u>Degree Requirements</u>			
Number programs requiring thesis	79%		36%
Outcome Variables			
<u>Degrees Granted</u>			
Fewest years to completion	4.0		1.9
Average years to completion	5.3		2.5
% Graduated on schedule	32.1		49.0
% Dropped out	4.4		8.6
<u>Job Placement</u>			
% Teaching psychology	25.2		3.4
% Teaching business	6.6		.0
% Working private sector	29.3		53.4
% Working as consultant	22.7		12.7
% Working other position	3.5		12.6

grams that did not require them (8% and 10%, respectively). Forty-nine percent of OB programs required the GRE verbal and 41% required the GRE quantitative scores. The percentages of OB programs requiring the GRE verbal and quantitative scores were 55 and 59, respectively. More OB programs did not require the GRE analytical score (72%) than those that did (28%). Approximately equal numbers of I/O programs required the analytical scores (54%) as those that did not require (46%) them.

GRE verbal minimum scores were significantly higher for OB programs than for I/O programs. In addition, the GRE total, calculated by summing the GRE quantitative and verbal minimum scores, was significantly higher for OB than for I/O. No other differences were found between GRE average or minimum quantitative, verbal, or analytical scores. GMAT scores and average GPA were not analyzed due to insufficient data.

No significant differences between program type were obtained regarding factors on which admissions committees place particular emphasis. However, after reviewing the frequencies, it appears that most programs do place particular emphasis on quantitative courses, research experience, and the personal statement when making admission decisions. It also appears that most programs do *not* put emphasis on science courses, work experience, extra-curricular activities, interpersonal skills, or a personal interview.

There were no significant differences in the number of letters of recommendation required. Most programs required approximately three letters.

Student characteristics. I/O and OB programs differed significantly in terms of the numbers of students who were offered admission to the programs (based on data for the 1993-94 and 1994-95 academic years). I/O programs made more offers than OB programs. No significant differences were detected for the number of applicants or the number of students enrolled.

Programs differed significantly in terms of the preparation of their students. The percentage of students currently enrolled who completed their undergraduate degrees in psychology was significantly higher for I/O programs than for OB programs. As might be expected OB programs had more enrolled students who had earned undergraduate degrees in business, in majors other than psychology and business, and who earned a graduate degree in another program than I/O programs. See Figure 1.

Program type also had a main effect on students' working history prior to graduate school (e.g., the percentage of students entering the program who came straight from an undergraduate program, the percentage of students who came from another graduate program, the percentage of students who had been working in a related field, and the percentage of students who had been working in another profession). I/O programs had significantly fewer students entering who came from work, other graduate programs, and

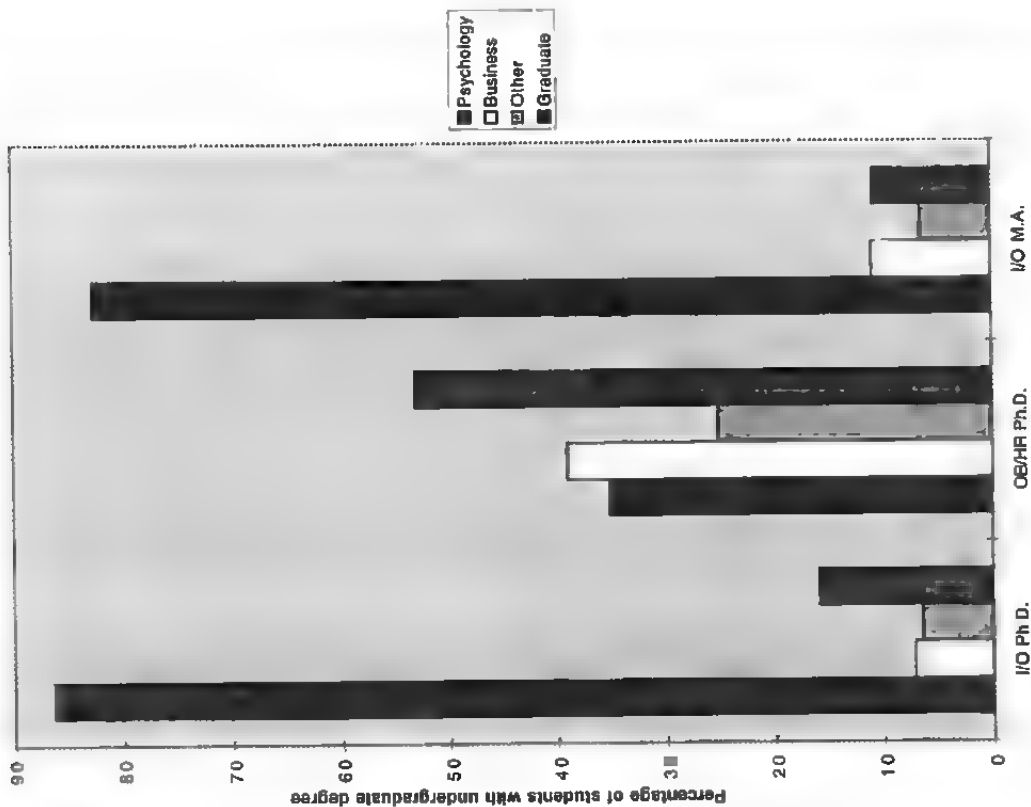


Figure 1: Percentage of students holding various undergraduate degrees.

significantly more students who came straight from undergraduate programs than did OB programs. See Figures 2a and 2b.

The nature of the students who applied to, who were admitted to, and who enrolled in programs also differed significantly by program type. I/O programs had fewer international applicants than OB programs. No significant differences were obtained for national, regional, or local applicants, but

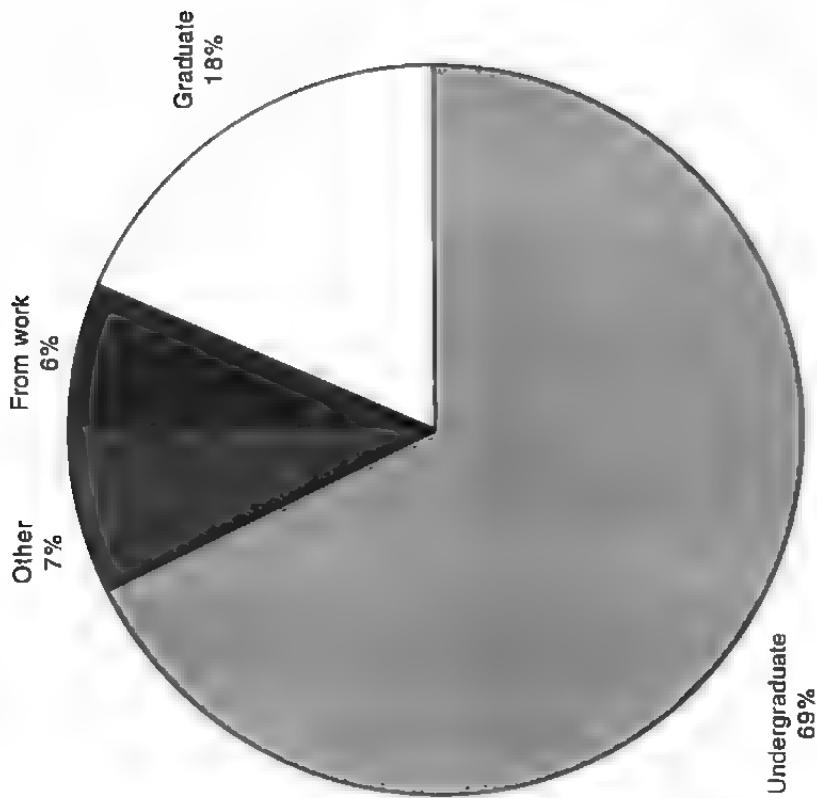


Figure 2a: I/O students' work history

the grand means indicated that most applicants were national, followed by regional, then local (grand mean = 36, 15, 6, respectively).

Enrollment in I/O programs tended to have higher percentages of national students than OB programs. The grand means indicated a trend for most enrolled students to be national, followed by regional, international, and then local (grand mean = 44, 15, 8, 6, respectively).

No significant differences in percentages of male, female, ethnic majority, or ethnic minority applicants were found between program types. However, there was a main effect for program type on the percentage of females accepted and enrolled. I/O programs offered admission to and enrolled more females during this time than OB programs, and made more offers to ethnic majority students. These results are reported in Figures 3 and 4.

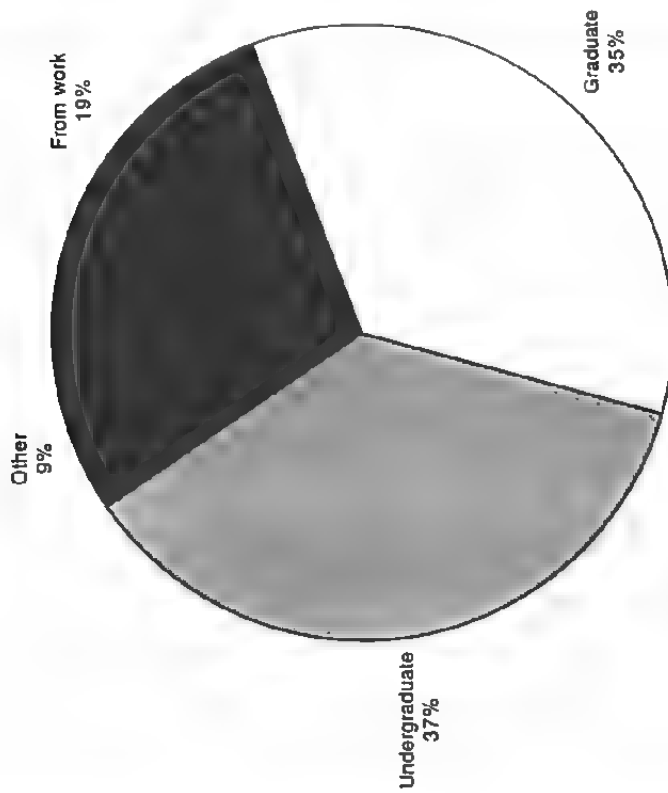


Figure 2b: OB/HR students' work history

Throughput Variables: Program Characteristics and Requirements

Throughput variables included program characteristics and degree requirements. Program characteristics referred to the nature of the faculty, the enrolled students, and student funding.

Program characteristics. OB programs had more full-time faculty, and more full-time faculty with a primary appointment in the department/unit offering the program than I/O programs. OB programs had more full-time male faculty, and more female faculty than I/O programs. Furthermore, OB programs reported having more ethnic majority full-time faculty than I/O programs. There were no other significant differences in the faculty makeup.

Although OB programs had more faculty than I/O programs, I/O programs had more full-time students than OB programs, and I/O programs had more full-time female students than OB programs. A significantly higher percentage of I/O students worked part-time while completing their degrees than of OB students.

Degree requirements. Thesis and dissertation requirements differed significantly between I/O and OB programs. Seventy-nine percent of the I/O programs required a master's thesis before continuing to the Ph.D., and only 10% of the OB programs required it. Eight percent of the I/O and zero per-

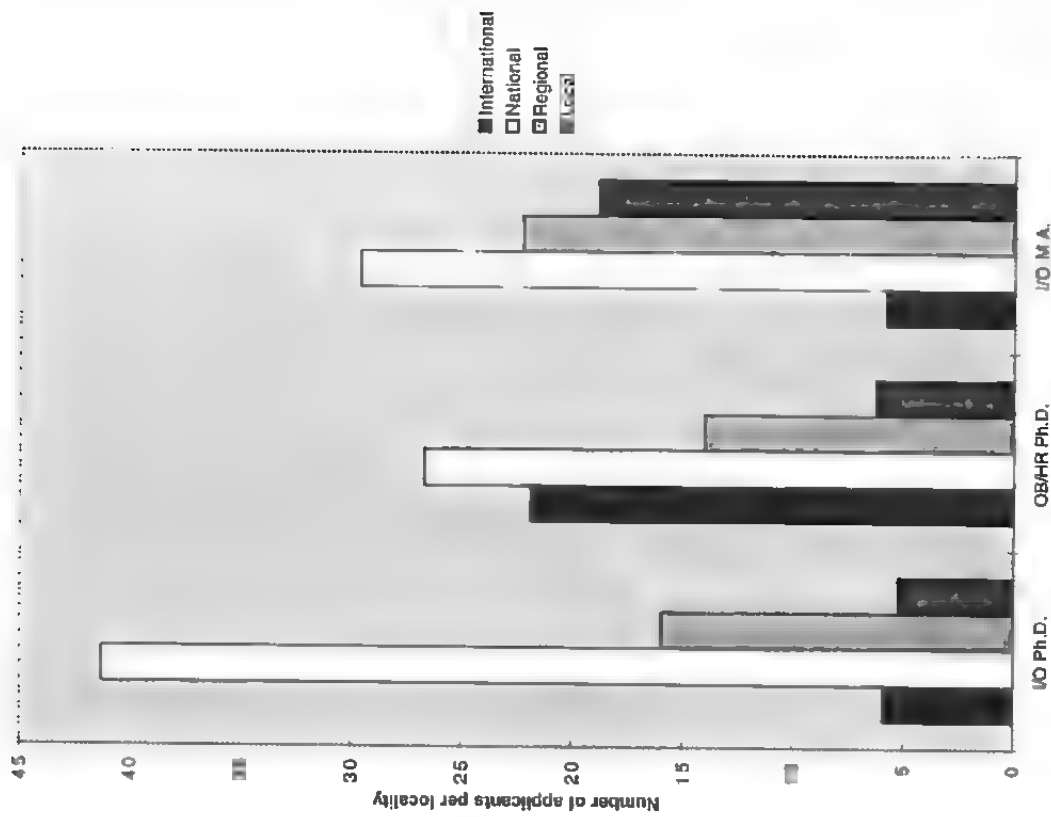


Figure 3: Number of applicants per locality

cent of the OB programs had both a thesis and a non-thesis option. All I/O programs required a doctoral dissertation and 86% of the OB programs required a dissertation.

Each program was asked to consider a list of topics and to indicate whether a course that includes this topic is required, optional, or not offered by the program. Significant χ^2 s were obtained for comparisons between I/O and OB programs for these course requirements: biological bases of behavior, a general graduate-level I/O course, ethical and professional standards, per-

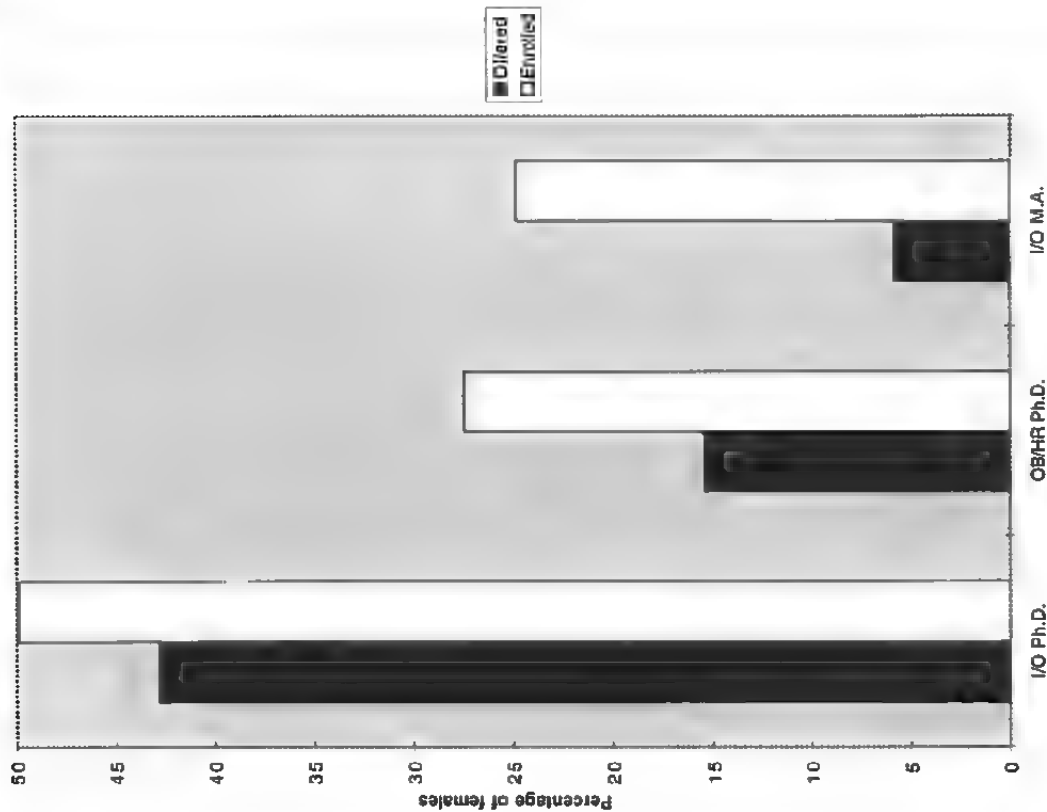


Figure 4: Percentage of female students

sonnel selection, organizational theory, job analysis, and consumer behavior. Forty percent of the I/O programs required biological bases of behavior, but only 3% of the OB programs required it. Thirty-three percent of the I/O and 28% of the OB programs listed it as optional. A general graduate level I/O course was listed as required by 71% of the I/O and 34% of the OB programs, and as optional by 2% and 21% of the programs, respectively. Eight percent of I/O and 10% of OB programs did not offer this course.

Sixty percent of the I/O programs and only 21% of OB programs re-

quired an ethics course. Thirteen percent of the I/O and 31% of the OB programs had it as optional, and 8% and 14%, respectively, did not offer it.

Personnel selection was required by 67% of the I/O programs, 13% made it optional, and only 2% did not offer it. Seven percent of the OB programs did not offer it, 34% listed it as optional, and only 28% required it.

Organizational theory was not required by any OB program and was required only by 8% of the I/O programs. Surprisingly, 44% of the I/O programs did not offer an organizational theory course! Only 14% of the OB programs did not offer it. The two program types differed on the number of programs listing it as optional (27% of I/O, 58% OB).

Job analysis was required by 54% of the I/O programs, made optional by 21%, and not offered by 4%. It was required by 21% of the OB programs, optional by 34%, and not offered by 7%.

Forty-eight percent of the I/O programs did not offer consumer behavior, but only 14% of the OB programs did not offer it. Twenty-seven percent of the I/O and 45% of the OB programs listed it as optional. Only 4% of the I/O and 3% of the OB program required it.

No significant differences were revealed for several courses. It appears that most programs require methods/statistics, leadership, and work motivation. Most programs listed social bases of behavior, organizational development, training and development, group dynamics, and human factors as optional or not offered. Interestingly, training and development was not required except by one OB program. Most programs did not require a foreign language.

One conclusion might be that I/O programs seem to have a more agreed-upon curriculum than OB program. An alternative explanation is that the courses listed on the survey reflected I/O curricula better than OB curricula. Outcome Variables: Degrees Granted, Job Placements, Professional Affiliations and Credentials

Degrees granted. OB programs reported shorter time periods for quickest completion to degree and on the average, fewer years to achieve the degree than I/O programs. Although there was no significant difference in the number of students earning nonterminal masters degrees, I/O programs produced more doctoral degrees. The average number of doctoral degrees earned per year in I/O programs (based on academic years 1992-93 and 1993-94) was 4.1 compared to OB programs' average of 2.6. There were no significant differences between programs in terms of students graduating on schedule or dropping out.

Job Placements. Percentages of degree recipients (again based on 1992-93 and 1993-94 academic years) who took jobs in different settings varied by degree program. A significantly larger percentage of I/O graduates took teaching/research positions in psychology departments than OB students; conversely, a higher percentage of OB graduates took teaching/research po-

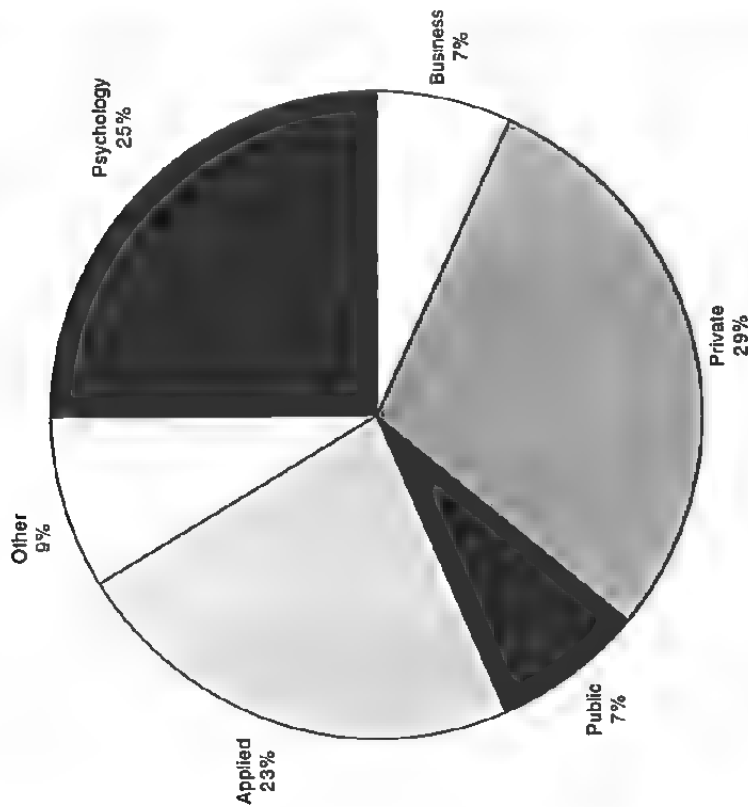


Figure 5a: I/O Ph.D. job placements

sitions in business/management schools than I/O graduates. An interesting observation was that higher percentages of I/O graduates had taken jobs in the private sector (e.g., corporate positions), public sector jobs (e.g., government agency), and applied positions with consulting firms than OB graduates (see Figures 5a, 5b, and 5c).

Using a 4-point rating scale where 1 is *very bad* and 4 is *very good*, the applied job market was characterized more favorably by I/O programs than by OB programs. There was no significant difference in the favorability of the academic market due to program type.

Professional affiliations. Joining specific professional affiliations and the support provided by faculty to students for enrolling in these associations was different for I/O and OB programs. In particular, differences were found for membership in APS. Most OB students do not become members of APS and most faculty tend not to supply applications to OB programs. No significant chi squares were found for other professional affiliation variables. However, most programs reported that students joined SIOP, APA, and the Academy of Management, and that students did not join the Human Factors and Ergonomics Society, ASTD, or SHRM.

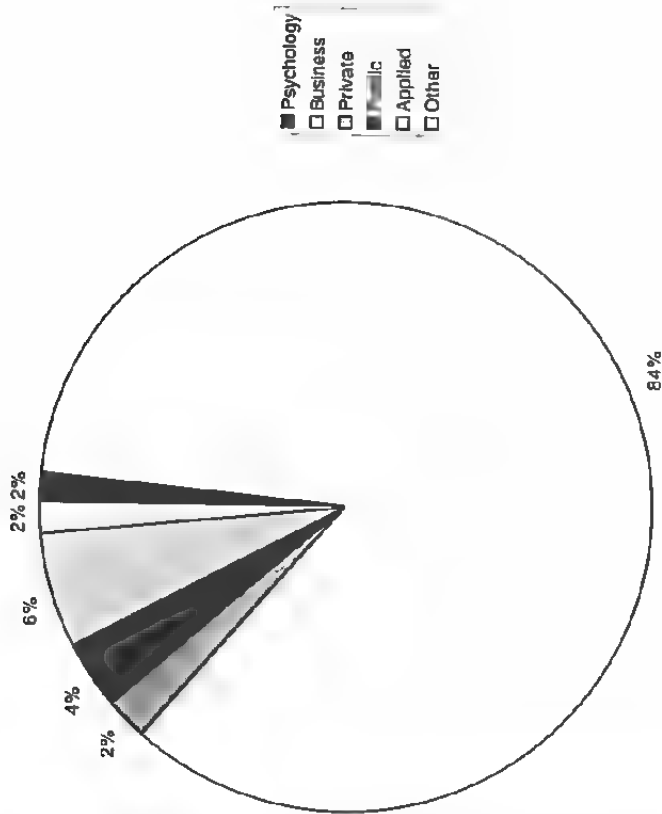


Figure 5b: OB Ph.D. job placements

Professional credentials. Considerable uncertainty regarding state licensing processes was evident among both I/O and OB program respondents. When asked if graduates qualify to be licensed for independent practice in the state, 0% OB and 38% of I/O programs responded "yes," about an even number of each reported "no," and about an even number responded "uncertain."

In answer to the question, "Does a supervised pre-doctoral internship qualify as part of your state licensure board's requirements?" Twenty-five percent of I/O and 28% of OB programs responded "no," 29% of I/O and 45% of OB programs responded "yes," and 19% of I/O and 7% of OB programs responded "uncertain."

I/O Ph.D. Programs Versus Masters Programs

Input Variables: Program Admission Requirements and Student Characteristics

Program admission requirements. As might be expected, in general, GRE scores were higher for Ph.D. programs than for masters programs. These results hold for GRE verbal minimum and average, quantitative minimum and average, GRE analytical average, and the GRE totals. Most

Psychology
3%

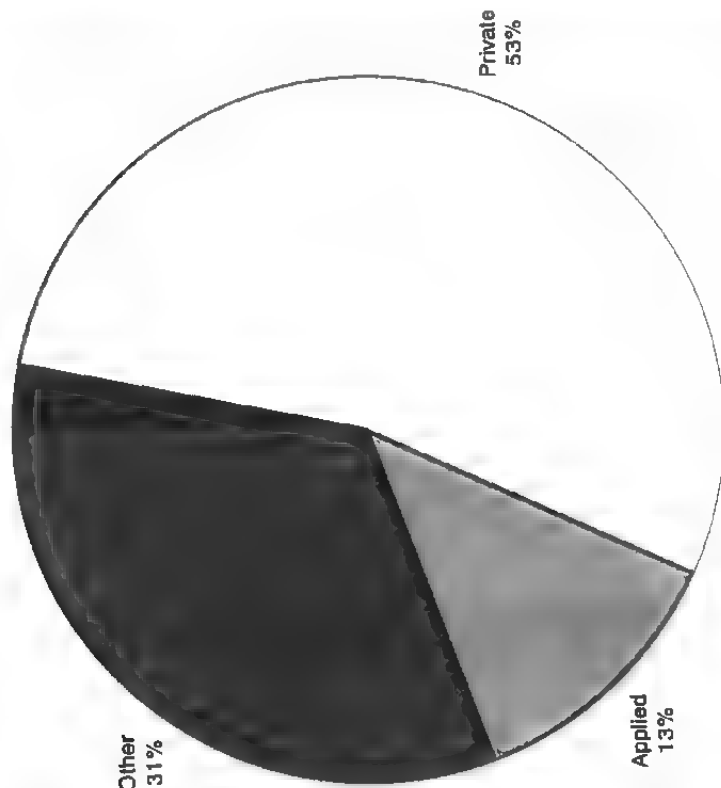


Figure 5c: I/O Masters job placements

programs required the GRE verbal and quantitative scores. GRE analytical scores were required by about 50% of the programs.

Research experience was the only significant factor on which admissions committees place different emphasis in considering applicants to Ph.D. and masters programs. No significant results were obtained for science courses, quantitative courses, work experience, extracurricular activities, computer/statistical skills, writing skills, interpersonal skills, personal statement, or personal interview, nor was there a significant difference in the number of letters of recommendation required.

Student characteristics. Masters programs had significantly fewer applicants, but more offers of admission than Ph.D. programs.

No significant differences were found in the percentage of students currently enrolled who completed their undergraduate degrees in psychology, business, other majors, or other graduate programs. However, as might be expected, Ph.D. programs had significantly more students who came from other graduate programs than did masters programs. (See Figure 1.) No

other significant differences regarding experience prior to graduate school were found.

Locality of student was different for the two types of degrees: Masters programs had higher percentages of local applicants and enrollees than Ph.D. programs. They also had lower percentages of national students enrolled in the program. No other significant differences were found between degree programs regarding the place from which students originate (which holds for students that applied, were admitted, and enrolled in programs). See Figures 3 and 4.

No significant differences were revealed for percentage of male, female, or ethnic majority applicant students or accepted students. However, Ph.D. programs accepted and enrolled higher percentages of ethnic minorities than master's programs did. The reason for this finding may be that masters programs take in more local students.

Throughput Variables: Program Characteristics and Requirements

Program characteristics. Ph.D. programs had more full-time faculty, full-time faculty with primary appointments in the degree-granting department, and faculty with primary appointments in other departments than masters programs, but also more ethnic majority full-time faculty ($M = 4.1$) than masters programs ($M = 3.0$).

Ph.D. programs surpassed masters programs in having: more full-time male faculty, and more full-time faculty identified as an ethnic minority. Ph.D. programs also had more male and more ethnic majority faculty from other departments.

Students' characteristics also differed between Ph.D. and masters programs: Ph.D. programs had lower percentages of part-time students, part-time male students, and part-time female students. Ph.D. programs had a lower average percentage of part-time ethnic minority students than masters programs.

It is interesting to note that, although a higher percentage of Ph.D. students were supported by assistantships, a significantly higher percentage of masters students worked in a *different* profession while completing their degrees.

Degree requirements. The only course offerings for which there were differences between Ph.D. and masters programs were biological bases of behavior, work motivation, and organizational development: Biological bases of behavior was required by 40% of the Ph.D. programs and by 16% of the masters programs, not offered by 6% of the Ph.D. programs and 18% of the masters programs, and listed as optional by 33% of the Ph.D. and 66% of the masters programs. Work motivation was required by many programs (52% of Ph.D. and 49% of masters degree programs). It was listed as

optional by 18% of the masters and 35% of the Ph.D. programs. Organizational development was required by more masters programs (49%) than Ph.D. programs (21%), and was listed as optional by 50% of the Ph.D. programs and by 27% of the masters programs. Only 4% and 8% of the masters and Ph.D. programs, respectively, did not offer the course.

Nonsignificant chi squares were obtained for many courses. It appeared that most I/O programs required methods/statistics, a general graduate I/O course, ethical and professional standards, personnel selection, performance appraisal, leadership, and job analysis.

Most programs listed social bases of behavior, organizational theory, training and development (not listed by any program as required), human factors, and consumer behavior as optional or not offered.

Thesis requirements proved to be another important factor differentiating between Ph.D. and masters programs. Fifty-one percent of the masters programs and 79% of the Ph.D. programs required a master's thesis. Thirty-six percent of the masters and 8% of the Ph.D. programs had both a thesis and a nonthesis option. Only 11% of the masters and 13% of the Ph.D. programs did not require a thesis.

A practicum was required by only 4% of the masters programs. Forty percent of the masters programs recommended it to students, and 42% of programs did not encourage taking it. Seventeen percent of the Ph.D. programs required a practicum; 19% encouraged students to take it; and 46% did not advocate practicums.

It is interesting to note that despite the concern in I/O Psychology regarding the "blending of science and practice" (Dunnette, 1990, p. 1), most programs did not encourage fieldwork or supervised internships. However, programs kept up to date with technology: most programs had PCs, mainframe computers, and internet access available to all graduate students most of the time.

Outcome Variables: Degrees Granted, Job Placements, Professional Affiliations, Plans for Program Development

Degrees granted. As would be expected, masters programs reported fewer average years to complete the degree than Ph.D. programs (2.5 year versus 5.3 years).

A higher percentage of masters students was reported to have graduated on schedule and to have dropped out or disappeared than Ph.D. students.

Job placements. Percentages of degree recipients who took jobs in different settings varied by degree program. A significantly larger percentage of Ph.D. graduates took teaching/research positions in psychology departments than masters graduates, and a higher percentage of Ph.D. graduates took teaching/research positions in business/management schools than mas-

ters graduates. Although more masters graduates chose applied jobs in the private sector (e.g., corporate positions), a higher percentage of Ph.D. students accepted applied positions with consulting firms. In general, more masters graduates than Ph.D. graduates took other types of positions. See Figure 5. Interestingly, there was no significant difference in the favorability ratings of the job market.

Professional affiliations. Differences were found regarding the professional organizations students join. Most masters programs reported that students did not join the Academy of Management or SHRM. Most Ph.D. programs indicated that students did join the Academy of Management and SHRM. Most programs reported that students joined SIOP and APA, and did not join the Human Factors and Ergonomics Society and ASTD.

In answer to the questions regarding licensure, certification or credentials for independent practice at the master's level in one's state, most programs responded "no." This pattern of responses was similar for Ph.D. programs.

Plans for program development. Results of the survey indicated that in general, programs did not aim towards changes: Eighty-seven percent of the masters programs reported not planning or not wanting to expand to a doctoral program and 13% indicated that expansion was planned or desirable. Eighty-five percent of the Ph.D. programs indicated that they were not planning or desiring expanding the program into master's level training. Fifteen percent reported that they were planning or considered desirable expansion into master's level training.

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- Dunnette, M. D. (1990). Blending the science and practice of industrial and organizational psychology: Where are we and where are we going? In M. D. Dunnette, & L. M. Hough, (Eds.), *Handbook of industrial and organizational psychology* (Vol. 1, pp. 1-27). Palo Alto, CA: Consulting Psychologists Press, Inc.

APPENDIX

Summary of Results

Summary of Input Results: Admission Requirements

Variable	(1) OB/HR	(2) Ph.D. I/O	(3) Ph.D. I/O M.A.	Comparison of 1 & 2 of 2 & 3
Number of students applied	54.21	67.43	52.12	*
Number of students offered	5.28	9.75	20.76	*
GREV minimum	57.14	73.42	64.63	*
GREV average	600	526.32	483.75	*
GREQ minimum	650	604.62	525.84	*
GREQ average	600	531.18	486.88	*
GRE minimum	660	653.24	566.93	*
GRE average	600	526.25	498	*
GRE total average	740	669.59	602.94	*
% Students with previous graduate degree	1,230	1,135.19	1,017.43	*
% Students with other undergraduate degree	53.07	15.94	10.75	*
% Students with business degree	25.12	6.47	6.46	*
% Students with psychology degree	39	7.13	10.9	*
% International applicants	35.16	86.38	82.62	*
% National applicants	21.7	5.91	5.81	*
% Regional applicants	26.69	41.26	29.62	*
% Local applicants	16.41	11.54	23.14	*
% International stu. enrolled	6.25	5.24	18.86	*
% National students enrolled	12.15	5.62	2.93	*
% Regional students enrolled	32.19	52.24	24.80	*
% Local students enrolled	14.04	15.95	22.28	*
% Ethnic min. applicants	6.08	5.29	28.11	*
% Ethnic maj. applicants	15.83	13.64	12.53	*
% Female applicants	84.17	86.36	87.47	*
% Male applicants	49.46	55.12	58.80	*
% Ethnic min. stu. offered	50.25	44.88	41.20	*
% Ethnic maj. stu. offered	8.17	10.39	5.23	*
% Female students offered	26.45	53.39	35.67	*
% Male students offered	15.41	42.81	29.36	*
% Ethnic min. stu. enrolled	19.17	26.21	19.36	*
% Ethnic maj. stu. enrolled	11.64	13.01	7.50	*
% Female students enrolled	45.50	60.40	57.13	*
% Male students enrolled	27.42	49.89	44.96	*
% Students from other profession	29.71	30.99	27.54	*
% Students from work	16.69	6.90	11.28	*
% Students from other graduate program	19.41	6.39	10	*
% Students from undergraduate program	34.90	18.26	3	*
% Students from undergraduate program	36.25	67.26	70.76	*

* p < .05

Summary of Throughput Results: Program Requirements and Characteristics

Variable	(1) OB/HR	(2) Ph.D. I/O	(3) Ph.D. I/O M.A.	Comparison of 1 & 2 of 2 & 3
No. of full-time faculty I/O	8.10	4.78	3.31	*
No. of part-time faculty I/O	1.59	.75	1.05	*
No. of faculty other department	1.19	2.05	.95	*
No. of non-I/O support faculty	1.42	2.81	8.07	*
No. of adjunct faculty	.58	.95	.88	*
No. of full-time male fac. I/O	5.77	3.48	1.98	*
No. of full-time female fac. I/O	2.19	1.31	1.21	*
No. of full-time ethnic majority faculty I/O	6.39	4.14	2.94	*
No. of full-time ethnic minority faculty I/O	.52	.39	1.00	*
No. of part-time male faculty I/O	1.16	.52	.61	*
No. of part-time female faculty I/O	.44	.26	.25	*
No. of part-time ethnic majority faculty I/O	1.32	.39	.38	*
No. of part-time ethnic minority faculty I/O	.24	1.00	.03	*
No. of other male fac. I/O	.85	1.60	.61	*
No. of other female fac. I/O	.38	.51	.32	*
No. of other ethnic majority faculty I/O	.96	1.76	.70	*
No. of other ethnic minority faculty I/O	1.00	.26	.03	*
No. of support male faculty I/O	1.12	2.46	2.24	*
No. of support female faculty I/O	.30	.53	.87	*
No. of support ethnic majority faculty I/O	.86	2.61	3.03	*
No. of support ethnic minority faculty I/O	.18	.14	.16	*
No. of adjunct male faculty I/O	.04	.03	.00	*
No. of adjunct female faculty I/O	.42	.69	.38	*
No. of adjunct ethnic majority faculty I/O	.19	.45	.33	*
No. of full-time students	11.50	21.30	17.85	*
No. of part-time students	1.29	2.66	6.90	*
No. of full-time male students	6.84	9.25	6.80	*
No. of full-time female students	6.04	12.55	11.05	*

Summary of Input Results: Admission Requirements (continued)

Variable	(1) OB/HR Ph.D. I/O	(2) Ph.D. I/O	(3) Ph.D. I/O M.A. of 1 & 2	Comparison of 2 & 3
No. of full-time ethnic majority students	10.41	19.08	16.50	*
No. of full-time ethnic minority students	2.23	2.48	1.97	
No. of part-time male stu.	.38	.85	2.56	*
No. of part-time female stu.	.92	1.81	4.33	*
No. of part-time ethnic majority students	1.20	2.21	4.50	
No. of part-time ethnic minority students	.08	.30	.97	*
% Students working full-time during degree	9.04	13.37	16.38	
% Students working part-time during degree	4.82	23.56	12.56	*
% Working in a different profession degree	6.35	3.25	18.78	*
% Supported on assistantship	38.93	56.49	25.53	*
% Students not working	17.80	7.32	10.38	

* $p < .05$

Summary of Outcome Results: Program Outcomes

Variable	(1) OB/HR Ph.D. I/O	(2) Ph.D. I/O	(3) Ph.D. I/O M.A. of 1 & 2	Comparison of 2 & 3
% Teaching psychology	1.79	25.22	3.40	*
% Teaching business	84.59	6.61	.00	*
% Private Research	2.71	4.90	1.86	
% Public research	1.22	4.31	2.69	
% Working private sector	2.30	29.28	53.43	*
% Working public sector	.42	7.47	12.97	*
% Working as consultant	3.67	22.71	12.66	*
% Working other position	5.61	3.46	12.60	*
Favorab. of appl'd. job mkt.	2.15	3.42	3.32	
% Graduated on schedule	2.95	3.09		
% Not graduated yet	34.07	32.10	48.97	*
% Dropped out	23.86	35.54	24.44	*
Fewest years to completion	8.57	4.26	8.62	*
Average years to completion	3.54	4.02	1.93	*
Number of masters terminal graduates	4.85	5.29	2.46	*
Number of masters non-terminal graduates	3.00	1.64	7.06	*
Number of doctoral graduates	2.00	3.66	5.06	
% of terminal masters graduates who:	2.62	4.14		*
Sought doctorate program			8.23	
Entered doctorate program			6.00	
Entered another program			2.15	
Found job			55.72	
Still in the job market			6.00	
Not looking			1.74	

* $p < .05$

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TIP-TOPics for Students

Lori Foster and Dawn Riddle
University of South Florida

We'd like to take this opportunity to introduce ourselves as TIP's new student editors and give you an idea of what you have to look forward to in the forthcoming issues. For starters, we've re-named the student column. The title above was created to emphasize our commitment to reporting on and responding to issues that are TOP priority to our TIP readers.

As many of you know, the student column was designed to provide the TIP audience (students, academicians, and practitioners alike) with information on various issues that affect graduate students and new I/O graduates. During our tenure as student editors, we plan to accomplish this by focusing on three general areas: providing ideas for the enrichment of I/O graduate programs, taking some of the mystery out of the "graduate experience," and offering suggestions for balancing graduate school with life outside of academics and the I/O psychology domain.

In the Spotlight

We will address the first topic, the enrichment of I/O graduate programs, by including in each issue of TIP, a segment spotlighting unique approaches to graduate training in I/O psychology. Based on input from students and faculty around the globe, we will report on various approaches to seminar formats, career guidance, development opportunities, and so forth, in the training of I/O psychologists. The purpose of this regular segment is twofold. First, we hope to provide a forum for sharing information regarding unique approaches to the development of I/O psychologists; this way, students and faculty will have the opportunity to view different perspectives, and perhaps initiate changes to incorporate new strategies into their current programs. Second, we hope to offer tools and ideas that future academicians can take and apply once the Ph.D. pinnacle has been reached. The purpose of this segment is NOT to spotlight particular graduate programs per se, rather, it is to emphasize different *approaches* that are designed to achieve a common purpose: the training and development of future I/O psychologists.

The success of this segment depends upon your input—we want to know what various graduate programs are like. This information can come from both graduate students and faculty. We have included an open-ended questionnaire with this issue of TIP to give you an idea of what types of information we are looking for (and what types of information we plan to report). Please take a moment to review the questionnaire at the end of the column and determine whether you might be able to provide some information on your graduate program.

You Know, I've Been Wondering...

Have you ever found yourself wanting to ask a question about some aspect of graduate school, but didn't know who to ask, if it was appropriate to ask, or what others would think if you asked? Heck, even third, fourth and fifth year students are faced with the occasional question they're uncomfortable voicing. Our second regular segment will focus on the "things you've always wanted to know about graduate school, but were afraid to ask." We're hoping to provide students with an opportunity to ask frank questions (anonymously if you wish) and receive straightforward answers. Tell us what it is you want to know, and we'll ask the questions for you. We'll do our best to get input from a variety of knowledgeable sources, and report back in upcoming issues of TIP. You'll have the chance to get answers to questions like...

- What's the difference between a thesis and a dissertation?
- How do you select members for your thesis or dissertation committee? ...what factors are important? ...how do you choose your major professor or committee chair?
- What are the benefits/drawbacks to getting involved in department committees?
- If you are looking for an academic position, how important is your selection of a dissertation topic?
- How do you find internships in your local area?
- Is it appropriate to ask authors for surveys, computer programs, or other tools they have developed for use in your research?

Put us to the test—send us your questions! Chances are, other graduate students have been wondering the same thing and will benefit from your inquiry. If we don't have the TIP space to publish all questions, leave us an address, and we'll respond to you personally.

TIPs for Balancing Life and Graduate School

In the throes of proposals and defenses, conferences and networking, committee work and comprehensive exams, it's easy to lose perspective on the personal side of life. For most of us, our "Graduate Student" hat is not the only one we wear. We may also maintain a variety of other equally important roles. Some of these may include parent, employee, caretaker, friend, spouse, volunteer, and surely many more. How we approach relationships, family life and "down time" plays an integral role in our graduate experience as well as life in general. With this in mind, our final segment for each issue will offer *TIPs* for maintaining "a life" outside of academics and I/O psychology. Notably, this segment is based on the controversial notion that life and graduate school can indeed coexist in harmony!

Today's **TIP**: If you're like most of us, you have 8 projects going on at one time, and they are all due at the same time. It is important to work hard, but it's also important to take time for yourself. You may want to try setting a particular goal (as we know from the goal setting literature—specific, difficult, yet achievable), perhaps it's writing up an analysis you've been working on, studying half of your comps areas, or if you're teaching, preparing your course for the upcoming semester. Once you've reached your goal, take a mandatory play day (if this is asking too much all at once, start with a half-day). Go to the beach, spend time with your kids, take up a hobby, do volunteer work... anything. Just do it, and don't feel guilty—you've earned it!

If you want to share your **TIPs** for staying sane through graduate school, as always, we'd love to hear from you!

In summary, we are enthusiastic about our upcoming tenure as **TIP** student editors. Our approach will emphasize the interactive nature of this column; we intend to report on and respond to topics that are important to YOU. Therefore, we urge you to get in touch with us by any of the means listed at the end of this article.

Graduate Program Questionnaire

The purpose of this questionnaire is to solicit candid, accurate information about various aspects of graduate I/O programs. This information will be outlined in future **TIP** student columns. All individuals who respond to this questionnaire will remain anonymous. The institution described in this questionnaire will also remain anonymous (in fact, it is not necessary for respondents to list their institutional affiliations if they prefer not to do so).

Both graduate students and faculty are encouraged to provide input. You are welcome to answer as many or as few of the following questions as you'd like, and you should feel free to provide additional (unsolicited) information about your graduate program.

Please consider the following issues, as they apply to your graduate program:

1. Describe the typical format of your graduate seminar classes. For example, do seminars typically include student presentations? the fishbowl technique? team teaching?
2. What are the most positive/beneficial aspects of your graduate program?
3. How is feedback provided to graduate students regarding their graduate career performance?

4. Do graduate students and faculty typically discuss career goals in your program? In what manner?
5. Outside of the classroom, what type of career guidance/development opportunities are provided to students by faculty (formally or informally)?
6. Is there an established method for discussing student research or topics of interest? If so, what is it?
7. What kinds of work experience does your program promote?
8. What are the biggest (or most common) mistakes that prevent graduate students from progressing through your program in a timely manner?
9. What are the biggest (or most common) mistakes that you see graduate students make when preparing for their careers?
10. How does your program develop affiliations with other programs of study (e.g., the business school)?
11. How does your program develop ties in the community? Is it affiliated with any particular community organizations?
12. Provide an example of a particularly **EFFECTIVE** instructional technique that you have experienced in your program.
13. Provide an example of a particularly **INEFFECTIVE** instructional technique that you have experienced in your program.

This information will be particularly useful if it is submitted by August 1, 1997. Late submissions will be accepted and may be used for later issues of **TIP**. You can use any of the following methods to submit your program descriptions:

Mail : Dawn Riddle or Lori Foster	Fax: 813-974-4617
Department of Psychology,	Attn: Dawn Riddle or Lori Foster
BEH 339	Department of Psychology
University of South Florida	University of South Florida
Tampa, FL 33620-8200	

E-mail: foster@luna.cas.usf.edu OR riddle@luna.cas.usf.edu.

In addition, an electronic version of this questionnaire can be accessed from the TIP homepage (<http://cmiit.unomaha.edu/TIP/TIP.html>).

YOUR INPUT IS GREATLY APPRECIATED! Please contact Lori Foster or Dawn Riddle if you have any questions about the nature of the requested program descriptions.

Further Clarification of the Judicial Status of Banding

Arthur Gutman
Florida Institute of Technology

Neil Christiansen
Central Michigan University

Proposed as a method for reducing adverse impact, banding has generated heated debate concerning its logic and psychometric underpinnings (e.g., Cascio, Outtz, Zedeck, & Goldstein, 1991; Gottfredson, 1994; Sackett & Wilk, 1994; Schmidt, 1991; Zedeck, Outtz, Cascio, & Goldstein, 1991), as well as its legal status (e.g., Barrett, Doverspike, & Arthur, 1995; Cascio, Outtz, Zedeck, & Goldstein, 1995; Zedeck, Cascio, Goldstein, & Outtz, 1994). In response to Barrett et al.'s (1995) call for continued discussion of this topic, we develop and support the following three assertions: (1) the 1994 SIOP Scientific Affairs Committee (or SAC) Report on banding, a centerpiece in both the scientific and legal debate, contains ammunition for both the proponents and opponents of banding; (2) sliding bands with systematic minority preference, the most controversial of the approaches proposed by Cascio et al. (1991), and the only one that can eliminate or significantly reduce adverse impact, is illegal with or without the Civil Rights Act of 1991; and (3) a banding approach supported by two federal circuit courts has always been legal and is not sufficient to eliminate or even significantly reduce adverse impact.

Assertion 1: The 1994 SAC Report on Banding Provides Ammunition for Both Sides

To illustrate the main point of this assertion, consider the following frequently cited quote from the SAC Report:

Banding strategies have to date survived legal scrutiny, up to the Supreme Court (*Officers for Justice v. Civil Service Commission*, 1992), and are likely to be considered in a number of settings where the use of employment tests leads or contributes to the under-selection of members of specific protected groups (p. 82).

This quote, and its surrounding text, are cited by Cascio et al. (1995) as support for the basic premise in banding (that minor differences in scores may be construed as unreliable and as functionally similar) and criticized by Barrett et al. (1995) as misrepresenting an otherwise complex legal case. The SAC Report, however, never addresses which "banding strategies have to date survived legal scrutiny." Clearly, this is critical, as the main focus of

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the debate has been on banding strategies using *systematic minority preference*. Therefore, indicative of the ambiguity in the SAC Report, Cascio et al. (1995) are correct in their inference and, as will be developed in *Assertion 2*, we believe Barrett et al. (1995) are correct in their criticism.

Inspection of the seven specific conclusions and the overall conclusion of the Committee reveals other ambiguities. For example, the first conclusion (that "the basic premise behind banding is consistent with psychometric theory") is what supports Cascio et al.'s (1991) main contention (that minor differences in scores may be construed as unreliable and as functionally similar). But the third conclusion (that "banding may involve an incompletely articulated system for weighting considerations other than test scores in making selection decisions") contradicts the essence of their proposals, as it practically equates sliding bands with race norming. That is, assuming a test band of five points and that minority preference is systematically imposed, the Committee suggests that "racial/ethnic identity has a value that is equivalent to a maximum of five test points."

The remaining conclusions and the overall conclusion are, at best, neutral to the debate. They are that "banding generally entails some cost" (#2), "the method of selecting individuals from within a band can have a critical impact on the outcomes of banding" (#4), "the effects of banding are greatest near the effective cut score and lowest for applicants with scores substantially higher or lower than this score" (#5), "bandwidth will be evaluated differently, depending on the test user's goals" (#6), and "there are important technical issues that are not adequately addressed in current banding research" (#7). The overall conclusion is that four major concerns regarding banding (i.e., loss in utility, poorly articulated and inconsistent weighting systems, the need for preferential treatment, and the need to more fully incorporate modern developments in measurement theory) do not represent an "insurmountable obstacle to the use of banding in a specific setting."

The discussion surrounding conclusion #4 is particularly disconcerting, as it bears directly upon the social goal of banding advocates to increase the number of minority referrals and thereby reduce adverse impact. Specifically, the Committee states that "when the goal of banding is to reduce adverse impact of selection tests, minority preference is a critical component in the overall selection strategy... [w]ithout systematic minority preference, the effects of banding on adverse impact are small." But, since the SAC Report both supports the social goal and takes no position on the legality of sliding bands *with* systematic minority preference (the only strategy likely to achieve this goal) it is easy to see why proponents of banding would be buoyed, whereas opponents would feel threatened.

In essence, therefore, the SAC Report summarizes the general strengths and weaknesses of banding approaches. Of course, there is nothing wrong with that. However, the SAC Report is also advertised as a document in-

tended to influence case law.¹ In this regard, it is not clear how the Equal Employment Opportunity Commission or a federal judge would use this information.

Assertion 2: Banding with Systematic Minority Preference has been Rejected by Two Federal Circuit Courts

Sackett and Wilk (1994) and Barrett et al. (1995) contend that banding procedures *with* systematic minority preference are not likely to survive legal scrutiny in the aftermath of the Section 106 proscription against score adjustments in the Civil Rights Act of 1991 (or CRA-91). We agree and would add that *systematic minority preference* in the context of *adverse impact* was a legally dead issue before CRA-91 and that CRA-91 further deadens this issue. Although it is true that two federal circuit courts accepted the basic premise in Cascio et al.'s (1991) proposal (that minor differences in scores may be construed as unreliable and as functionally similar), and both upheld banding solutions for adverse impact, both courts also rejected systematic minority preference *within* bands.

In the case frequently cited by proponents and opponents of banding (*Officers v. CSC*, 1992), the 9th Circuit ruled that the San Francisco Civil Service Commission's "banding proposal is more valid, or substantially equally as valid to strict rank ordering." But the 9th Circuit also ruled that:

The [district] court ruled that the *City's plan* violated restrictions on race conscious remedies set forth by the Supreme Court The district court indicated, however, that banding was an appropriate use of test scores and that the City's computation of the band was acceptable. The court also suggested that a modified proposal along the lines approved in *Bridgeport Guardians, Inc. v. City of Bridgeport*... would be considered. The city then proposed three criteria in addition to race—professional conduct, education and training and experience.

Indeed, the *City's plan* was to use banding² *with* systematic minority preference. Or in the words of the 9th Circuit court:

¹ In addition to being circulated within the profession, the SAC Report was submitted to the Equal Employment Opportunity Commission

² The most hotly debated banding procedure involves systematic minority preference within bands and sliding after a top score is selected. The 9th Circuit implies that the *City's plan* was minorities first, nonminorities second, and then sliding. Scientifically, the distinction is important. Legally, however, it is a moot point. The focus was on systematic minority preference and the 9th Circuit description, if accurate, favors nonminorities more so than the traditionally conceived sliding band procedure

The City proposed to make 100 promotions ordered by the district court in strict rank order and 15 additional promotions pursuant to its banding proposal. The City also indicated that it would use race as the sole criterion for promoting candidates whose scores were within the same band. Minority candidates would be selected first from within each band. When no minorities remained, the highest scores would then be selected until the band "slid" down to encompass additional minority candidates. Race would thus be the paramount consideration in the selection of candidates from within the band.

But the district court struck down this plan in favor of a more acceptable affirmative action solution previously supported by the 2nd Circuit in *Bridgeport Guardians v. City of Bridgeport* (1991) and the 9th Circuit upheld the district court ruling.

To backtrack, in *Officers v. CSC* (1992), the city of San Francisco avoided a pattern or practice suit by consenting, among other things, to validate any future test resulting in adverse impact for minorities and women. But when a subsequent test produced adverse impact for minorities, the City's plan was to eschew validation in favor of strict rank ordering for promotions 1 to 100 and banding with systematic minority preference for promotions 101 to 115. The district court rejected this plan. Thus, there are three immediate caveats: (a) *Officers v. CSC* was an *adulterated* adverse impact case (there was also a history of discrimination requiring a remedy); (b) the proposed solution was *not* an alternative to a *valid* test (the city chose not to validate); and (c) the court did *not* support systematic minority preference (systematic minority preference was *not* even permitted for the last 15 out of 115 promotions). These points were duly noted by Sackett and Wilk (1994) and/or Barrett et al., (1995).

What we add to the dialogue is the role of *Bridgeport Guardians v. City of Bridgeport* (1991), a prior case with unadulterated adverse impact (i.e., no evidence or admission of past discriminatory behavior). In *Bridgeport*, the consultant who created the challenged test refused to certify it for strict rank ordering, leading the court to view it as invalid for this purpose.³ Nevertheless, the court did not favor systematic minority preference as proposed, but instead ruled that nine secondary criteria (including minority preference) be used to choose among applicants within bands. When the lower court in *Officers v. CSC* struck down the City's plan for the last 15 promotions, it offered the *Bridgeport* solution as an example of acceptable banding. Of

course, the solution ultimately adopted in *Officers v. CSC* was to consider three secondary criteria (i.e., professional conduct, education, and training/experience) for the last 15 promotions, with minority status as a "plus" factor to break ties.

Thus, the main theme in both *Bridgeport* and *Officers v. CSC* was voluntary affirmative action, a time-honored legal issue. In fact, in *U.S. v. City & County of San Francisco* (1992), decided one day after *Officers v. CSC* by the same judges, the 9th Circuit, in referencing its prior day's ruling in *Officers v. CSC*, stated that "banding utilizes an affirmative action component in making promotion decisions between candidates with test scores that fall within a statistically derived band or range." In reference to the banding solution in *U.S. v. City & County of San Francisco*, the 9th Circuit ruled "there is no evidence that the city would continue to use banding as a means of making promotion selections" once the "affirmative action goals served by banding" were achieved. The only practical difference in these cases was that *Officers v. CSC* involved police promotions, whereas *U.S. v. City & County of San Francisco* involved fire fighting promotions.

Hence, viewed from the perspective of voluntary affirmative action, a fourth caveat arises. Even when applicants are *exactly* equal on their raw scores, minority preference still forces a *strict scrutiny* analysis demanding (a) a *compelling reason* for race-based decisions, and (b) *narrowly tailored* race-based solutions (see Gutman, 1993). The strict scrutiny analysis stems from 14th Amendment civil rights cases such as *Brown v. Bd. of Education* (1954). It was originally offered to resolve reverse discrimination claims by a plurality of Supreme Court justices in *Regents v. Bakke* (1978). It was then gradually incorporated into employment case law in rulings such as *United Steelworkers v. Weber* (1979), *Wygant v. Jackson* (1986) and *Johnson v. Transportation* (1987). When applied to banding, the gist of these rulings is that the city of *Bridgeport* had a valid voluntary affirmative action plan to support minority preference as a "plus" factor to break ties and the City of San Francisco's admitted history of past discrimination served as a compelling reason for doing likewise. This was precisely the logic originally proposed by Justice Powell in his *Bakke* ruling.

In short, race-based decision making was supported in both the *Bridgeport* and *Officers* cases but, in each case systematic minority preference was *not* deemed a narrowly tailored solution, whereas minority preference as a plus factor to break ties was. The two rulings were functionally identical, differing only in their compelling reasons for race-based decision making. The implication is clear—if systematic minority preference was rejected outside of Section 106 of CRA-91,⁴ its chances of succeeding after the "race

³ The consultant was one of the four authors from Cascio et al. (1991). After refusing to certify the test for strict rank ordering, he offered at least two other solutions, one of which appeared to be sliding bands with systematic minority preference as traditionally conceived.

⁴ The *Bridgeport* case was decided prior to CRA-91 and in the *Officers* case, the 9th Circuit ruled on a Section 107 CRA-91 issue (relating to affirmative action). However, on the

norming" proscriptions are certainly not enhanced.

Assertion 3: The Type of Banding Supported by Judicial Law is Insufficient to Significantly Reduce Adverse Impact

As mentioned above, the empirical research on different banding approaches implies that adverse impact is significantly reduced *only* when systematic minority preference is used within bands (e.g., Murphy, Osten, & Myers, 1995). To the extent that a banding procedure departs from systematic minority preference, its usefulness for meeting the social goal of increasing the proportion of minorities hired will be diminished (e.g., Sackett & Wilk, 1994). This is similar to the observation that tests placed later in a multiple-hurdle system will have less impact on the overall proportion of minority referrals than those that come earlier. Viewed in this way, the solutions that have survived legal scrutiny reduce to multiple hurdle systems with (a) test scores as the first hurdle (and the lowest score in a band as a pass/fail cutoff), followed by (b) a variety of secondary criteria as additional hurdles, and (c) minority preference as the final hurdle when applicants are equal on all secondary criteria. Thus, in most selection situations, the banding solutions endorsed by the courts would seem unlikely to increase minority referrals or decrease adverse impact. The obvious question becomes: Why risk the loss of economic utility and strict scrutiny by the courts if there will be no payoff in terms of realizing social goals?

Conclusions

What we are left with is that banding is legal, but only to the extent that the lowest score in a band serves as a pass/fail cutoff, permitting employers to consider alternative selection criteria when affirmative action rules apply. Such rules apply when a court deems affirmative action an equitable solution for past discriminatory behavior or when a valid affirmative action plan is in place. The latter scenario generally arises when underutilization has forced the creation of an affirmative action plan to ameliorate workforce disparities and the specified goals in this plan have not yet been met. Thus, rather than stating that banding procedures have "survived legal scrutiny up to the Supreme Court,"³ it would be more accurate to state that the only banding so-

Section 106 issue (relating to score adjustment) the court ruled ... "we will not ordinarily consider matters on appeal that are not specifically addressed and distinctly raised and argued in appellant's opening brief. ... Because the union waived these issues, we will not address them."

³ Barnett et al. (1995) note that the Supreme Court's unwillingness to review an appeal does not equate to its endorsement of the appealed ruling. Therefore, it is misleading to conclude that "Banding strategies have to date survived legal scrutiny, up to the Supreme Court," as written in the SAC Report

solutions to have survived legal scrutiny have been shown to be relatively ineffective at reducing adverse impact.

Unfortunately, selection specialists still face the problem that many of the most valid tests available result in a low proportion of minority referrals. Personally, we endorse the social goals cited in the SAC Report, by Cascio and his colleagues, and by others. We therefore recommend that more research be devoted to changing relevant characteristics of the applicant pool and other legally permissible factors that have been shown to be effective at increasing minority referrals (see e.g., Murphy et al., 1995; Sackett & Roth, 1991). It is our hope that such research will provide selection specialists with more acceptable strategies, rather than the false hope that statistical elimination of adverse impact after the fact is legal.

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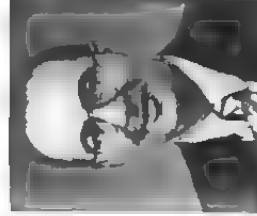
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1997 SIOP Fellowship Awards

Elaine D. Pulakos, Chair

I am pleased to announce that based on the recommendation of the Fellowship Committee and approval of the SIOP Executive Committee, 11 candidates were elected as Society Fellows in 1997. The new Fellows are pictured below, with a brief description of their contribution to the field and the profession.

Murray Barrick



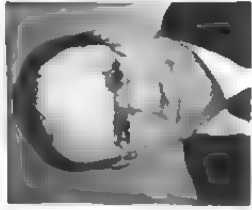
Murray Barrick is being recognized for his groundbreaking research into the relationship of personality factors to job performance, and for his research involving decision making in compensation and the utility of selection programs. In particular, his work in the areas of predicting job performance from the Big Five personality factors has helped to clearly establish the predictive validity of personality traits (such as conscientiousness) in a number of areas, and has stimulated a wealth of personality and job performance-related research.

Rhabi Bhagat



Rhabi Bhagat is being recognized for his influential, widely cited research in the areas of occupational stress, cross-cultural research, and transfer of technology. Specifically, he has helped develop a theoretical foundation to integrate and guide research in the area of cross cultural research. Among his other achievements, he was the winner of SIOP's Cattell Research Award (1979), the co-author of a JAP Monograph, and the co-editor of a major handbook on cross-cultural training. He has also been active on several SIOP committees and served on several journal editorial boards.

Robert Bretz



Robert Bretz is being recognized as one of the foremost scholars in the area of person-organization fit, particularly in the context of organizational recruitment and applicant job choice. Among his other achievements, he was the recipient of best paper awards from both the Careers Division and the Personnel/Human Resource Division of the Academy of Management (1992), and the recipient of the Human Resource Management Divisions' Scholarly Achievement Award (1994). He is also actively involved in the field, serving on editorial review boards and several APA and SIOP committees.

Barbara Gutek



Barbara Gutek is being recognized for her pioneering research that has had a significant impact on understanding sexual harassment, technology in the workplace, and customer-provider service relationships. She was the recipient of several awards, including the Heritage Award for Research, 1994 (APA, Div. 35), the Sage Scholarship Award, 1994 (AMA, Women in Management Division), and the Distinguished Leader for Women in Psychology Award, 1994 (APA, Committee on Women in Psychology). She has served on several APA committees and journal editorial boards.

Rick Jacobs



Rick Jacobs is being recognized for his significant contributions to the understanding and measurement of performance. More specifically, his work on performance assessment, safety on the job, and seniority has had an important impact on both research and applications in the public sector. He was the recipient of the Yoder-Heneman Personnel Research Award (1992) and the James McKeen Cattell Award for Excellence in Research Design (1980). He has also served as an editor and reviewer for a variety of journals.

Timothy Judge



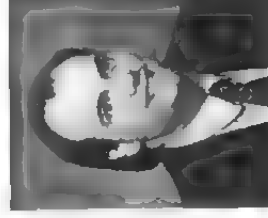
Timothy Judge is being recognized for his significant and outstanding research in the areas of personality variables and job satisfaction, and for his work on work values and person-organization fit. He was the recipient of the Ernest J. McCormick Award for Distinguished Early Career Contributions, 1995, the Scholarly Achievement Award from the Academy of Management, 1995, and the Human Resource Best Student Paper from the Academy of Management, 1995, among others. He also serves on several journal editorial boards and has been active on SIOP committees.

William Macey



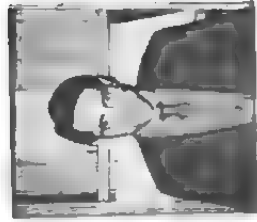
William Macey is being recognized for his substantial contributions to making SIOP a model of excellence as a professional society. He was an integral player in creating the SIOP conference, running the SIOP administrative office, and improving SIOP workshops dramatically through the creation of better evaluation processes, registration processes, and future planning. He is also being recognized for his work in developing expert systems used in providing video-based management feedback.

John Mathieu



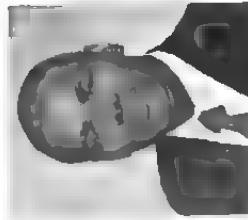
John Mathieu is being recognized for his considerable and influential research in the areas of goal setting, job perceptions, organizational commitment, team effectiveness, and methods of analysis. In particular, his work on training systems has helped to transform our understanding of the role of cognition in instructional systems. In addition to his research, he has been extremely active in the field, serving on a variety of editorial boards, and as a guest reviewer for a number of journals.

Michael Mumford



Michael Mumford is being recognized for his research in the areas of biodata, creativity, applied ecology, and leadership. In particular, his investigations of the construct validity of biodata measures have had a major impact on the field of I/O Psychology. His applied research has also had a substantive impact on organizations, particularly his work on the O*NET project for the Department of Labor. Other noteworthy accomplishments include being the recipient of the CCL Best Leadership Award (1996).

James Outtz



James Outtz is being recognized for his work involving the development of testing procedures that focus on the reduction of adverse impact. He was a major force involved in developing the concept of sliding band procedures and he was also responsible for creating dynamic video simulations for selection purposes. He has been active in sharing his knowledge through publications, participation in a variety of symposia and conferences, and through his service as an expert witness in a number HR-related court proceedings.

Nancy Tippins



Nancy Tippins is being recognized as an outstanding example of the scientist/practitioner model. She has overseen the development of several innovative, state-of-the-art, and cutting-edge human resources systems in a variety of major US Corporations. She is also being recognized for her active sharing and dissemination of knowledge throughout the field, as demonstrated by numerous presentations and publications. She has also served extensively and actively in SIOP, including serving as Secretary, Member-at-Large, and on several committees.

Vantage 2000: Emotions in Organizations—Time for This Cinderella to Step Into the Limelight of Organizational Behavior Research

Charmine E. J. Härtel
University of Queensland, Australia

The *Vantage 2000* column provides a forum for discussing the latest in practice, research, and theory, especially in relation to emerging views and characteristics of workforces and workplaces. The informative value of the column depends heavily upon your knowledge, experience, and intuition. You can personally help by sending me a note—be it your vision of the future, a problem you are trying to solve, research you are conducting, a consulting tip, something you'd like to hear about, or the name of a person or organization you recommend that I contact. You can also send newspaper clippings, references to a great article or book you read, or areas of emerging controversy (for your organization or for theory). Furthermore, I am seeking organizations or academic departments to profile who provide examples of innovation in philosophy, research, development, application, or implementation aimed at meeting the demands of contemporary and emerging environments. I am eager to receive your ideas and submissions.

This issue's *Vantage 2000* column features a contribution by one of my colleagues, Dr. Neal Ashkanasy. Neal is passionate about transforming organizational researchers' traditional view of organizations as realms of rationality (even if it's bounded) into a view of organizations as realms of irrationality. To be more precise, Neal is keen to bring emotions into the mainstream of organizational behavior. As you read his commentary and reflect upon theory and practice, you are sure to agree that it is odd that the literature on organizational behavior virtually ignores emotions (cf. Fine-man, 1996; Mastenbroek, 1997). My thanks to Neal for his contribution which follows.

Research on Emotion in Workplace Settings: Progress and Prospects

Neal Ashkanasy

The study of emotions and emotional expression in organizational settings has traditionally been the Cinderella of I/O psychological research. This is despite the interest in emotions in other fields of psychological research, and persistent calls for systematic investigation of this important aspect of human cognition and behavior in work settings. As long ago as 1912, Hugo Münsterberg talked about feelings at work and work joy. More recently, Weick (1979) noted that "emotion is an obvious place where home-work is needed" (p. 340). Yet, there is little evidence to date that organiza-

tional researchers have responded to these calls. In these paragraphs, I would like to suggest that it is time for this Cinderella to step into the limelight.

There appear to be four main reasons for the reluctance of organizational scholars to deal with emotional issues. The first of these is that emotion is seen intrinsically not to be a proper subject for serious research. Instead, I/O researchers have focused their attention upon the "rational" variables of behavior, cognition, and personality (see Weick, 1979). A second reason is that many I/O researchers continue to be constrained by a masculine view of organizations, where emotional expression is regarded as a form of unwanted "noise." The third reason is that there still remains a great deal of ambiguity and confusion about the nature of emotions. For instance, terms such as "emotion," "feelings," "mood," and "affect" are often confused. The fourth reason is the lack of clearly defined theories linking emotional variables to other aspects of organizational research (Weick, 1979).

Nevertheless, a growing number of serious researchers are now beginning to take the study of emotions in workplace settings seriously. Step by step, the mystique of emotion is being stripped away. In particular, the emergence of theoretical frameworks such as Weiss and Cropanzano's (1996) affective events theory, and the wider acceptance of an emotional basis in organizational theory suggests that the time is ripe for further development of this area.

The benefits of studying emotion in workplace settings derive from the evidence that organizational members seldom carry out their work in an objective fashion based on cold, cognitive calculation. Instead, as Weiss and Cropanzano (1996) argue, workplace experiences comprise a succession of work events that can be pleasing and invigorating, or stressful and frustrating. These events affect the way we feel and behave at work. For instance, some jobs require a display of positive emotion that may be quite different from what is actually felt (Ashforth & Humphrey, 1993). Evidence is also emerging that emotional trait constructs such as negative affectivity (Watson & Clark, 1984) and emotional intelligence (Salovey & Mayer, 1990) affect behavior and decision making in the workplace context.

To facilitate further development of emotions research in organizational settings, the present author has initiated a number of activities designed to bring interested scholars together and to publicize their work. These include symposia at the 1996 Academy of Management meeting and at the 1997 Australian Social Psychology Conference. The symposium at the 1996 Academy of Management meeting, entitled "Emotion: Not just skin deep" included speakers Blake Ashforth, Sigal Barsade, Mike Pratt, Anat Rafaeli, and Russell Cropanzano, and attracted an overflow audience. The 1997 Australian I/O Conference symposium is entitled "Emotion at work" and will feature participants from the U.S.A., U.K., Switzerland, and Australia.

Finally, together with Charmine Härtel, I will be chairing a "Caucus" at the 1997 Academy of Management meeting, entitled *New Directions in Organizational Research on Emotion*. SIOP members attending the Academy meeting are welcome to join us on the Tuesday evening of the meeting to discuss their ideas for researching emotional issues.

Future plans include a meeting of scholars interested in studying emotions in workplace settings, planned for the (northern) summer of 1998. It is anticipated that the proceedings of this conference will be published as an edited collection of papers which will help to shape the future of research in this exciting field into the 21st Century. Those who are interested in this field and who would like to know more of these activities should contact the author at the Graduate School of Management, The University of Queensland, Brisbane, Qld, 4072, Australia; phone: 011-617-3365-7499; fax: 011-617-3365-6988; e-mail: n.ashkanasy@gsm.uq.edu.au.

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Column Mission and Call for Contributions for Upcoming Columns

My goal for this column is to discuss the future of practice and research related to work and the workplace. I'd like to include perspectives from outside North America as well. To this end, I hope that, no matter where you are in the world, you will e-mail, call, write, or fax me (see contact information below) with your suggestions, views, requests, and contributions (the name of an organization or academic department I can profile in a manner consistent with the goals of this column, newspaper clippings, company program pamphlets, news of research-in-progress, experience with OD and HR strategies/programs, and any other information—nothing is too small). I would also be interested to hear what types of information you would like me to share with you from the Australasia region.

Please send any information relevant to the points discussed in this column along with your ideas for future topics to me at: Grad School of Management, University of Queensland, Brisbane, QLD 4072, Australia; Phone: email: C.Hartel@gsm.uq.edu.au; (07) 3365-6747; fax: (07) 3365-6988.

Update for Users of the JDI: New National Norms for the Job Descriptive Index

Jennifer A. Kihm Patricia C. Smith Jennifer L. Irwin
Bowling Green State University

The Job Descriptive Index (JDI), the most widely used measure of job satisfaction in the U.S. (DeMeuse, 1985) has recently been modified and renormed. The JDI measures five facets of employee satisfaction: satisfaction with the work itself, satisfaction with pay, satisfaction with opportunities for promotion, satisfaction with supervision, and satisfaction with co-workers. The JDI, introduced almost 30 years ago (Smith, Kendall, & Hulin, 1969), was modified in 1985 by the JDI Research Group. The 1985 revision resulted in 11 of the original 72 items being replaced. The original JDI norms were also updated at that time. A national sample was not collected for the 1985 renorming; the old norms were transformed using equipercentile equating (Smith et al., 1987).

In 1996, the JDI Research Group initiated another renorming effort with the goals of developing current norms for the JDI, and developing initial norms for the Job in General scale (JIG), which measures overall job satisfaction. Questionnaires containing the JDI and JIG were mailed to employed persons within the U.S. between 18 and 70 years of age. The recipients' names were acquired from the U.S. Social Security and Census databases using a random sampling procedure that incorporated stratification by state. The survey response rate was approximately 23%, which resulted in over 1,600 cases containing data on job satisfaction, trust in management, intention to quit, and numerous demographic variables.

Despite efforts to collect bias-free data, which included follow-up mailings, multiple survey administrations, and monetary incentives for participation, some difference in response rates among subgroups occurred. Certain subgroups were slightly over-represented (i.e., persons over the age of 50) while others were slightly under-represented (i.e., persons under the age of 30). Therefore, overall norms for the U.S. work force were not developed. Rather, norms were created by demographic category. Only those categories with significant and meaningful differences in satisfaction among the category levels are published in the Users' Manual (Balzer et al., 1997). These categories are: (a) job level, (b) organization type (i.e., government, non-profit, for-profit, and self-employed), (c) management status, (d) job tenure, and (e) age.¹

¹ Data on respondent gender, education level, industry, race, company tenure, and full-time v. part-time status were also collected. JDI and JIG norms based on these variables are not included in the users' manual. However, they are available from Bowling Green State University upon request.

In addition to establishing new national norms, the collected data allowed for scale refinement. In recent years, factor analyses of the subscale have yielded a pattern of results suggesting that the subscale was not unidimensional. Four items consistently "split" from the other 14 items. This second factor appeared to represent a stress component; it correlated highly ($r = .56$, $n = 296$, $p < .0001$) with the Stress in General Scale (SIG; Smith et al., 1992). Given that stress and work satisfaction have been viewed as distinct concepts, it was apparent that the work scale needed revision. Nine test items were added to the work subscale on the National Norming Survey. These items were generated by JDI Research Group members who are familiar with the job satisfaction literature. From the 27 items on the survey, 18 items were selected to compose the revised work subscale. The criteria for selecting the final 18 items were: (a) high factor loadings on the first principal factor, and (b) high item-total correlations. As a result of the revision, the coefficient alpha value for the work subscale improved from .82 to .90. In addition, the correlation of the work subscale with the SIG dropped from .38 to .21 in a separate test sample.

The new JDI (1997 revision) and the updated national norms are now available. For more information regarding the JDI, JIG, and the national norms, please contact the JDI Research Group by mail at Bowling Green State University, Bowling Green, OH 43403; by phone at (419) 372-8247; or by e-mail at jdi@bgsu.edu.

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Work in the 21st Century: Understanding the Needs of Small Businesses

Karen E. May
Terranova Consulting Group

Overview

Small businesses are the fastest growing segment of the US economy, and accounted for half of the nation's private gross domestic product and 75% of all new jobs in 1995 (Small Business Administration, 1996). The Small Business Administration defines small businesses as having fewer than 500 employees, and in fact, a large percentage of those businesses have fewer than 100 employees. This significant presence, combined with high failure rates, creates a need for increased attention to, and support of, the needs of these businesses and their owners. I/O has traditionally focused on finding solutions to the challenges facing large organizations, but we are seeing a call for attention to small businesses in recent years (Abbott & Aguinis, 1997; Schmidt, 1993).

Why Are Small Businesses Any Different?

Small businesses, especially those with fewer than 100 workers, have unique human resource needs. Some of these needs stem from organizational design and structure, such as high numbers of single incumbent jobs, high incidence of employees performing multiple roles in the company (i.e., wearing many hats), and unclear roles and responsibilities. In many cases, new businesses start with a handful of people who are brought together because of their unique skill sets and contributions to the endeavor. As those businesses mature and grow, staff is added as needed to keep up with customer demand. In many cases, those businesses grow to significant size without much planning regarding the structure of the company or the design of jobs. A lack of structure and design often leads to role ambiguity (i.e., people stepping on each others' toes, work falling between the cracks) and business systems that are inefficient and inconsistent.

In addition, small businesses often lack the experience and expertise necessary to ensure compliance with state and federal employment law. Without the necessary expertise, their internal systems (e.g., compensation and selection) can often lead to inconsistent and/or unfair treatment. Most small businesses cannot afford to employ internal human resource expertise or don't see the value provided by human resource staff until they are experiencing the consequences of that void. Human resource responsibilities often go to the business owner or office manager, neither of whom necessarily has the time or knowledge to create the needed processes and systems.

One area that small business owners regularly report as problematic is compensation. Problems often stem from a combination of paying for loyalty, using compensation as a retention strategy, and trying to maintain internal equity. These factors sometimes lead to "runaway compensation," a situation in which long-time employees are given frequent pay increases, often above the value of the work they are providing to the business, and then new employees demand equivalent levels of pay. When this is multiplied across people and over time, business owners often report that compensation has "run away." Unfortunately, bringing salaries back in check can be a demoralizing and frustrating process. On the flip side, sometimes small businesses create problems by underpaying their employees because of a lack of financial resources. In these cases, employers risk losing good people due to below-market salaries.

Another problem reported frequently is the promotion of strong individual contributors to management positions. Small business owners often tell stories about their home-grown staff, such as the accountant who grew into the CFO position and the software development expert who directs the R&D division. While these employees are often the most loyal, and retain critical business history in their files and memories, they may lack the management skills required to take the business into the next phase of its development. In addition, they often lack the skills and experience required to manage people, which can increase tension and ambiguity among employees and reduce overall organizational effectiveness and productivity.

Small businesses are not unaware of the challenges facing them. A survey conducted by Hornsby and Kuratko (1990) finds that businesses with under 100 employees listed wage rates, availability of quality workers, benefits, and government regulations among the most important issues for the future of small business personnel management.

What Does This Mean for I/O Psychology?

While the issues described above are areas in which I/O psychologists have a great deal of collective experience, small businesses present some challenges to traditional I/O assumptions and methods. The most obvious challenge presented by small businesses is the small number of people in any one job. Small numbers make any design effort (e.g., a training program, a selection test) that is job-specific an expensive proposition. Designing or purchasing a test for a job in which there are 100 incumbents and 10% annual turnover may seem reasonable to most business owners because the cost of the development or purchase can be distributed across multiple hires. Designing or purchasing the same test for a job in which there only a few incumbents and rare turnover makes the cost of the instrument skyrocket. In

addition, for any work that requires validation, small numbers limit the number of validation approaches available.

Another challenge to our traditional methods has to do with many smaller businesses' need for flexibility. To this end, job assignments are rarely stable, and there is a high demand for employees to move quickly from one role to another and back again. This kind of constant change reduces the usefulness of many of our methods, including common approaches for analyzing jobs, hiring employees, and evaluating performance. Work in small businesses, then, is similar to the new forms of work we are seeing in our larger organizations. Perhaps small businesses are a testing ground for some new approaches to managing people.

Many traditional I/O and HR programs designed to help companies stay in compliance with employment regulations involve policies and procedures that are cumbersome and/or have a "big business" feel. Small businesses often reject those approaches because of the limits to flexibility and the fear of becoming overly structured and hierarchical. These reactions often have to do with both cost and preserving a unique company culture. In response, we need to identify the critical elements of those programs and create alternatives that meet compliance and administration requirements without overburdening the business.

Finding Creative Solutions

Our challenge is to find creative solutions to the issues faced by small businesses, while ensuring the integrity, effectiveness, and defensibility of those solutions. In general, solutions for small businesses need to possess four characteristics: *flexibility*, *expandability*, *the ability to build internal expertise*, and *cost-effectiveness*. In terms of flexibility, human resource tools and systems need to be responsive to the changing direction of the business. A performance management system, for example, needs to allow for the dimensions and definitions of performance to change regularly, as business goals change and different behaviors are needed from employees. Similarly, human resource tools and systems need to be expandable—across positions, departments, and time—in order to get full value from them. A set of interview questions used for a managerial job, for example, might be modified for use with another managerial job in a different functional area by changing the content of some of the questions to match unique job requirements. In addition, building internal expertise is important to small businesses because it creates a capability in-house and therefore reduces the dependency on external providers and enables the business to be more proactive in anticipating problems and issues.

Cost effectiveness could be viewed as the result of the other three characteristics. A system, process, or tool that is flexible, expandable, and cre-

ates internal expertise is one that likely saves money. Other cost reduction strategies include outsourcing specific processes, contracting for specific HR services rather than building an internal function, and transferring ownership of HR processes to line management (if trained) rather than having a large staff function manage them.

Next Issue

In the next TIP column, I plan to explore the role of the HR function in 21st century organizations from an I/O perspective. I would appreciate your thoughts and ideas about this topic, as well as suggested readings in the area. I can be reached at Terranova Consulting Group (formerly Human Resource Solutions) 61-F Avenida de Orinda, Orinda, CA 94563, Ph (510) 253-0458, Fax (510) 253-9432, or karen@terranoconsulting.com.

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Dirk D. Steiner
Université de Nice-Sophia Antipolis

In the previous issue of TIP, we initiated a new series to help familiarize SIOP members with I/O activities as practiced outside the United States. A second objective of this regular feature is to provide a forum for building possible points of collaboration in research and practice with colleagues around the world. The response to the first column was very positive, and I thank all of you who took the time to comment on the idea and suggest future contributors. I will be following up on your suggestions, so it looks like future columns will represent a great variety of perspectives. To comment on the Forum, suggest contributors, or propose a column, contact me at: Dirk Steiner, Faculté des Lettres, Arts, et Sciences Humaines, Université de Nice-Sophia Antipolis, 98, boulevard Edouard Herriot, 06204 Nice Cedex 3, FRANCE. Fax to: (33)493.37.55.36. E-mail: steiner@hermes.unice.fr.

In the April column, I indicated that there are many aspects of my job that I don't completely understand yet. Teaching and conducting research are two activities that I perform here much as I did in the U.S. It is the administrative context that differs a lot, even for these activities. Let me illustrate with the example of giving and grading exams. Rather than giving three or four tests in a course as I did in the U.S., the norm here seems to be to give only a final exam (I'm not sure at this point that any other arrangement is even possible). Students take the exams using a form that allows them to conceal their names, which are only revealed to the professor after the papers are graded. Grades are on a scale of 20 points, and students have to get 10 in order to pass the course. It is fairly common for a final exam in lower level courses to consist of only 20 multiple choice questions. But, many students do not pass, and this appears to me to have a lot to do with the difficulty level of the exams.

In addition, several of my colleagues penalize students for their incorrect answers on multiple choice exams. As I write this column, I am struggling with constructing exams of an appropriate difficulty level for the French context. Further, grades don't seem to have the same importance here as in the U.S., and it is extremely rare for a student to ever get an 18 out of 20, or 90%—an attainable grade in the U.S. I hope that this one example gives you a better idea of why I stated that I did not yet fully understand all the aspects of my job.

In this issue's Forum, Claude Louche from the Université Paul Valéry in Montpellier, France presents the current state of our profession in France. His focus on the university training system will further point out differences between the university contexts in the U.S. and France. I hope you will find

his comments as interesting as I did. They added to my understanding of my current work context.

Industrial and Organizational Psychology in France

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It is with pleasure that I respond to Dirk Steiner's invitation to write several lines about the situation in industrial/organizational psychology in France. I will do this, after describing briefly the legal context which surrounds our profession.

1. The Legal Context

In France, the title of "psychologist" is protected by law. The use of this title is limited to individuals who possess the three university degrees of "Licence de Psychologie" (3 years of university study), "Maîtrise en Psychologie" (fourth year of university study), and a diploma for a fifth year of university study, a diploma from what is referred to as the Third Cycle of university studies. There are two different degrees for this fifth year: the DEA (Diplôme d'Etudes Approfondies) or the DESS (Diplôme d'Etudes Supérieures Spécialisées). The DEA is the degree which immediately precedes the doctoral dissertation. Accredited research teams organize and teach courses which prepare students to become researchers in universities or in the private sector. The DESS is a professional degree, permitting students to work in different fields of application of psychology (e.g., Industrial, Clinical, or Educational).

Specialization in a particular field of psychology takes place rather late in French university studies, usually in the fourth year, and it's not really until the fifth year that the specialization is clear cut. Further examination of the fifth year of university studies provides some interesting information for evaluating the French situation regarding our subdiscipline of psychology.

2. The DESS Programs in Industrial Psychology

There are currently 25 DESS programs in France which prepare students for a career in Industrial/Organizational Psychology (by comparison, 35 DESS programs have a clinical/psychopathology orientation). These DESS programs train nearly 600 psychologists in our field annually. Students are trained to perform functions such as helping to integrate the unemployed into the work place, personnel selection, training (design and evaluation),

improvement of working conditions, career guidance and assessment, and organizational analysis and intervention.

My responsibilities at a national level have allowed me to note that our field is the one that currently offers the most job opportunities for recipients of the DESS in Psychology: Initial placement levels are relatively good. However, Industrial/Organizational Psychology faces competition from two sources. First, psychologists from other sub-disciplines (clinical, for example) who are unsuccessful on the job market apply for positions in I/O or reorient their activities toward our field (without necessarily having the essential theoretical and methodological bases). Second, individuals in other disciplines (management, for example) compete with graduates of I/O DESS programs due to an increasing inclusion of applied psychology in their programs. To the extent that the title of psychologist is based on the degrees held and does not protect a particular practice, I/O psychologists are undermined in this situation: It's only by means of their abilities and the specificity of their approach that they will be able to stand up to the competition.

Examination of the DESS situation in France allows us to note that training and employment of practitioners takes place in relatively satisfactory conditions. The economic crisis has stimulated certain applications (those concerning training) and has opened new opportunities (in the areas of career assessment or in assisting with job placement). But, it's with regard to research that particularly acute problems are raised.

3. Research in I/O Psychology

There are approximately 20 research teams in our field in France. Their work covers all the specialty areas (work psychology, personnel psychology, organizational psychology) that are represented in Europe. However, no DEA specializing in I/O psychology currently exists in France. Students interested in I/O enroll in general psychology DEAs. The I/O research teams, along with colleagues from other specialty areas (child psychology, experimental psychology, etc.), participate in training students in these generalist DEAs. This situation presents problems: our specialty ends up losing its focus. What's more, students interested in research in I/O and enrolled in generalist DEAs don't have sufficient courses in our field and therefore have serious gaps in their knowledge of I/O psychology.

The ministry, which manages the research situation, considers this state of affairs alarming because there is presently a lack of young researchers in our specialty who can apply for university teaching and research positions. This is even more paradoxical because the social demand for I/O psychology is strong. All the research groups are in fact solicited by economic and social circles to conduct research. For example, the group that I head in Montpellier is conducting several studies in response to external requests. The

structure of advanced technology companies, the effectiveness of career assessment for the placement of laid-off or unemployed individuals, the perceptions of environmental constraints by company presidents, and the organization of work in nontraditional forms of employment, such as temporary or shared-time employment, are some of the research themes we are pursuing in response to these external requests.

Faced with this research situation, the ministry had foreign experts evaluate the work of the research teams in I/O psychology. Selected teams have formed a network and are working on a proposal to create a national DEA in our specialty. It is too early to say if this project will succeed, but its development attests to the difficulties our discipline faces in the field of research. It would be disturbing for I/O psychology in France if we continue to train and place practitioners without a solid base of organized and sustained research efforts.

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From Both Sides Now: The Impact of I/O Psychology

Allan H. Church

Aside from more than a little bit of experience with statistics, research methods, and experimental design, one of the key differentiating characteristics that we possess as I/O psychologists as compared with most other types of organizational practitioners and/or management consultants is a fundamental interest in making organizations better places for the people in them. As it states in our credo "The Science and Practice of Industrial and Organizational Psychology" (which, by the way, you can read online if you like at <http://cmit.unomaha.edu/TIP/SIOP/SIOP.html>): "Industrial/Organizational (called I/O) Psychologists recognize the interdependence of individuals, organizations, and society, and they recognize the impact of factors such as increasing government influences, growing consumer awareness, skill shortages, and the changing nature of the workforce. I/O Psychologists facilitate responses to issues and problems involving people at work by serving as advisors and catalysts for business, industry, labor, public, academic, community, and health organizations."

Despite these lofty ideals, however, I/O psychologists (particularly consultants) often have to face and overcome a significant amount of negative perception that gets levied at them when working in new organizational systems. Although much of the initial resistance encountered may be due to cynicism and/or fear, advanced in large part no doubt by the plethora of management consultants specializing in downsizing and process reengineering activities, there may also be some truth to employees' concerns about yet another organizational improvement intervention (i.e., the "flavor of the month"). The immense popularity of Dilbert is probably the best indicator that indeed something really may be amiss in the practice of our profession (a topic that, in fact, will be addressed at panel discussion this August at the APA conference in Chicago), particularly if one notes the number of times that consultants, psychologists, or Ph.D.s get lampooned. Although most of the time this doesn't bother me, every once in a while I find myself in a discussion with a colleague or two, usually over lunch, about the impact of our field in general.

Apparently, I am not the only one who wonders about this issue. In a recent issue of APS's *Psychological Science Agenda*, for example, I came across a short article ("APA responds to *New York Times* attack," 1997) describing a public attack on the entire field of psychology and the official rebuttal by the APA Executive Director for Science, William Howell. Apparently, in February of this year the *New York Times* printed an article by Pam Belluck entitled "A Fine Hour for Squishy Sciences," in which the author suggests that the most prestigious national science competition for

high school students (i.e., the Westinghouse Science Talent Search) must be lowering its standards because it has recently begun accepting research projects from the behavioral and social sciences rather than solely from the biological and physical sciences as in the past. In response to this letter, Bill Howell responded with a defense of the psychological realm, relying heavily on I/O psychology to make his point: "A tiny bit of investigation by your reporter would have revealed that psychological and other behavioral and social research is not only well regarded within the scientific community, but has proved to be highly valuable to society.... Billions of dollars are added to the GNP each year through improved design and management of our nation's businesses thanks to behavioral and social research.... Our defense capability has consistently been the envy of the world, in part, because of what psychologists have contributed to advanced personnel selection, assignment, training, and weapon-system design" ("APA responds to *New York Times* attack," 1997, p. 3).

As you may have guessed by now, all of this is leading up to the question(s) of the day—What do other I/O psychologists think about the impact of our field? Turning once again to Janine Wacławski for consultation on item development, the three-part question for this issue's contributors emerged:

1. Does I/O psychology significantly contribute to helping organizations function better (e.g., making people feel more satisfied, empowered, developed, and/or selecting, hiring, promoting the right people)?
2. Do interventions based on I/O psychology have a long term or lasting impact on organizations?
3. If yes, what and where is the real impact of I/O theory and research on organizations? If no, what are the principal barriers that get in the way, and what can and should be done to increase the relative contribution of I/O to the real world of organizations?

The first set of comments on this topic come from Richard Klimoski, Professor in the Psychology Department at George Mason University and a principal consultant at GLK and Associates. Rich's perspective is primarily a positive one.

Richard Klimoski Responds

My reactions to the questions posed for this issue are largely in the affirmative, but with some conditions, as you will see below.

I feel that I/O psychology does indeed significantly contribute to organizational effectiveness and the quality of work life. For the most part, we are in the business of designing, developing, implementing, and evaluating human resource management systems. Thus, at a basic level, most organizations of any size would not be able to operate without these in place. But

beyond contributing to such systems, there are several things that make our work distinctive.

One of the things that make our contribution especially valuable is that our design choices are informed by both theory and research. For the most part, our colleagues in practice are aware of the recent developments in the field, as reported in such places as the SIOP Frontiers and Practice book series, the SIOP annual conference program and national and regional (e.g., PTC) workshops. Moreover, our "culture" seems to favor a healthy skepticism regarding unsubstantiated claims for new programs or HR products. Thus, those that we do advocate, promote, or install in organizations are not only likely to be state of the art, but they also have a high probability of working.

Our practice also benefits from the way we approach organizational problems or needs. Here, once again, our recommendations are often based not just on personal experience or (even brilliant) insights, but on data and/or original, empirically based, inquiry. In proposing interventions or programs we don't usually rely on the surface features of a problem (the symptoms) or the opinions of our clients or managers. We conduct such things as needs analysis, job analyses, or HR system audits.

Our capacity for viewing organizational problems is strengthened by a propensity to think in terms of what I would call nested systems. This enhances the potential for both, with the individual, dyad, group, and organization as potential units of interest. In fact, because most dysfunctional organizational practices are "multi-determined," bringing about change or remediation in fact often requires that we operate on more than one level for maximum impact.

Our training and disposition to "focus on the criterion" also represents a distinctive competency. We keep our eye on what it is that we are trying to change. More recently our efforts at defining and measuring performance and effectiveness of people, groups, and systems has caused us to adopt a multiple stakeholder perspective. Thus we tend to go beyond asking "Are things good or effective?" We now ask, "From whose perspective?"

The traditional perspective has been that of a company's shareholders or its top management. While these are still viewed as important, we now add or consider effectiveness from the point of view of the employee, customer, even the general public. We are good at "listening" to these different constituencies and translating what we learn into reliable measures.

In fact, many SIOP members work in or consult for public sector organizations, bureaus, and agencies. Here the potential for the impact of our work has been even greater. Examples from our practice in the military (Project A), OPM (competency measurement), and state civil service units (safety forces assessment), easily come to mind. As we shape HR practices for more effective public organizations, these more effective organizations can

go on to contribute to the quality of life for institutions, communities, or even states.

It would also seem to be the case that our work can and does have a legacy. As already noted, we are often in the business of designing and implementing HR systems. As such, these usually transcend the life of the project or the organizational tenure of its "internal champion." The systems that we put in place continue operating long afterward. For example, recruiting or selection systems become part of the fabric of the firm. Our emphasis on measurement and measurement systems also tends to promote residual impact. For example, measures originally designed and implemented to be used in the service of work management processes, succession planning decisions, employee attitude tracking, or compensation allocation processes become the content of management information systems. The data that our HR systems generate thus become the basis for key organizational decisions over time.

An illustration of continuity can be found in a project that SIOP members carried out in cooperation with the National Association of Secondary School Principals to design and implement an assessment center for the development and selection of new principals. One can see strong evidence of this "intervention" in school system practices related to personnel assessment throughout the country, even after 10 years or more.

Another case for the longevity of the I/O psychologist's contribution can be found in our role as technical experts in public policy debates and legal matters. In this regard, our professional standards for testing, our contribution to the shaping of the ADA Guidelines used by the EEOC, even our work in employment litigation have the potential for staying power. With regard to the latter, to the extent that our contributions become codified in case law, they have a tremendous capacity for second and third order effects.

As implied above, I feel the real impact of I/O theory and research is closely tied to the way it does or does not get translated into applied research or practice. In this regard, the impact of our work on organizations will depend on the interplay of several factors. One is the extent to which our academic research enterprise is responsive to the needs of organizations. This implies the willingness on the part of more basic I/O researchers to develop and validate context-relevant theories. Another relates to the degree to which practitioners monitor and make use of (ostensibly relevant) theories and data being produced by scholars. In a somewhat related vein, practitioners must be willing to use their knowledge to address the important problems facing their clients (which are often messy and ill defined). This may involve a reorientation relative to the products and services currently provided and the creative application of our knowledge, skills, and abilities. A final factor worth noting is the manner in which we train our successors, the new Ph.D.s. They too need to have the vision as well as the skills to serve,

not only as technical experts but as true "business partners" to organizational decision makers.

Today, in the case of many I/O psychologists these factors are not always well developed, aligned, or mutually supporting, but I see enough examples of colleagues where they indeed are. My prototype of the "complete I/O practitioner" would have developed or acquired the necessary capabilities to compete in the marketplace and has the confidence and vision to take on assignments that can truly contribute to the quality of work life in organizations. To some extent, this characterizes a growing majority of practitioners. I have every reason to believe that I/O psychology will continue to be a major force in American society.

Gary Latham Responds

Gary Latham, Secretary of State Professor of Organizational Effectiveness at the University of Toronto, provides the next set of reactions to the question of impact. Once again, the opinion is both strong and in the affirmative:

1. The answer is an unqualified yes. In the area of selection, the interview is used more by practitioners than any other procedure. I/O psychologists have a long history of developing practical user-friendly techniques that are valid and reliable, and minimize decision maker bias regarding an applicant's race, sex, or age (e.g., Barrett, 1997; Eder & Ferris, 1989; Webster, 1982). Interview procedures such as the situational interview not only conform to legal requirements in Canada and the United States, they allow the employer and employee to assess "organizational fit." The enormous dollar impact of valid selection procedures on the work force productivity of white collar employees was shown by Schmidt, Hunter, Outerbridge and Trattner (1986). The ability of a well conducted performance appraisal to energize employees is also well documented (Latham & Wexley, 1994).

2. Here the answer is a qualified yes, but no more so than in the field of medicine. If the patient is educated on the necessity of taking all the antibiotic pills as prescribed, or to staying on lithium regardless of how well the person feels, the medication has lasting effects. Similarly, our interventions endure in organizational settings when the stakeholders are educated on the value of the outcomes (i.e., outcome expectations) and on how they can maintain and enhance the intervention (e.g., self-efficacy). An example is Weyerhaeuser's use of goal setting. Jim Baldes, Lisa Saari and I initiated this technique with truck drivers. The value of the increase in logs per truck from 26 truck drivers was a quarter of a million dollars within 9 months (Latham & Baldes, 1975) and 2.7 million for trips per truck over an 18-month period (Latham & Saari, 1982).

3. Kurt Lewin's (1951) dictum answers this question well: "No research without action; no action without research" and, "There is nothing so good as a good theory" or words to that effect. A theory provides us as practitioners the framework for not only what to do, but how to do it. Theory provides a basis for us to start exploring why what should have evolved failed to work (Latham & Crandall, 1991). In addition to having a good theory, I/O psychologists need to acquire "street smarts" on ways that the organizational climate and the leaders within it can be improved and can be viewed as improved as a result of one or more interventions. We need to learn when to introduce an intervention so that the users will be receptive to it.

Tim Judge Responds

The final set of comments for this discussion come from Tim Judge, Associate Professor in the Department of Management and Organizations, College of Business Administration at the University of Iowa. Tim's thoughts on the impact of I/O theory and research in organizations reflect a more moderate perspective, compared with those presented above:

Does I/O contribute? Absolutely. These contributions are made by thousands of I/O psychologists working in and outside organizations on a daily basis.

Does I/O contribute as much as it could? Absolutely not. I would say the application of solid research findings to organizations is much more the exception rather than the rule. We must realize that practitioners who belong to SIOP are an exceptional group. They know much more about applied research than the average human resource manager (or even HR executive), and those companies that employ SIOP members are therefore more likely to be knowledgeable about research than the average organization. There are tens of thousands of companies in America, and only a tiny fraction of these have anybody in them who knows anything about I/O research. In most areas, the application of I/O psychology research is limited or nonexistent.

Let me provide a few examples from staffing. First, let's compare the average validity of selection measures in predicting job performance with their use in organizations.

Selection method	Validity Rank	Use Rank
Work sample	1 ($p \approx .54$)	4 (15-20%)
Cognitive ability test	2 ($p \approx .53$)	6 (15-20%)
Biodata inventory	3 ($p \approx .37$)	8 (10-15%)
Integrity test	4 ($p \approx .34$)	7 (10-15%)
Conscientiousness test	5 ($p \approx .31$)	5 (15-20%)

Selection method	Validity Rank	Use Rank
Unstructured interview	6 ($p \approx .23$)	2 (90+%)
Reference check	7 ($p \approx .16$)	3 (80+%)
Application blank	8 ($p \approx .10$)	1 (90+%)

The rank order correlation between these two columns (use and validity) is $-.67$! The more valid the measure, the less likely it is to be used in organizations! Organizations are using the least valid selection measures. I suspect we might find a similar situation with respect to most I/O research areas (the popularity and invalidity of Maslow's need hierarchy comes to mind).

Now of course a couple of facts need to be kept in mind. First, validity is not the only consideration in evaluating the usefulness of a selection measure. Factors such as EEO concerns and negative applicant reactions may properly explain some of the limited use of certain selection methods. Second, the validity estimates represent the corrected validity coefficients (p), taken from the most recent meta-analysis of which I'm aware. Because data for use are somewhat sketchy, I had to make some judgment calls, so you might quibble with my rank orderings. Finally, I have not included the structured interview in the above table because use figures are not available as separate from the unstructured interview, so this may affect the results. On the other hand, I also have not included invalid measures such as interest inventories for the same reason—their use for selection decisions is not known.

Finally, I want to bring to your attention articles that appear in magazines that HR professionals read. I remember one article being entitled, "Psychics Add a New Dimension in Recruitment." Another was entitled something like, "Companies Use Otherworldly Methods to Find High Quality Employees." These articles were written in prominent HR practitioner journals and were dead serious!

My examples have come from staffing, but I think the limited applicability of I/O research is just as common in other topical areas. Thus, I think we have a problem—in most cases our research findings do not reach managers. Exceptions abound, but I think I have shown, at least in the area of staffing, that the exceptions prove the rule.

I think our main problem lies in dissemination of our research findings. The business and human resource journals (magazines is a better descriptor) devote little or no attention to research findings and, in most cases, these are the only outlets managers have to inform themselves. Good consultants and good consulting firms help, but I fear these are overwhelmed by bad consultants and bad consulting firms, who will tell managers whatever they want to hear. I remember an article from the *Wall Street Journal* earlier this year that revealed that one prominent management consulting firm was tell-

ing 24 large companies the exact same thing, having "diagnosed" identical problems in each company!

What to do about the problem? I do not profess to have a "silver bullet," or this problem would have been solved long ago. I do believe there are two key areas. First, we need to better communicate our research findings to managers *in situ*. We cannot assume, "Build it, and they will come." The only way most managers will be able to implement our research findings is if they are directly communicated to them. Think what you will of *The Bell Curve*, but it surely tells us that research findings can be communicated broadly. Even those who disagree with the book have been able to reach wider audiences with their message than would have been otherwise possible. Another example of how this can be done are the numerous self-help best-sellers that have been written based on the cognitive theory of depression, which has received general support in the literature (see Haaga, Dyck, & Ernst, 1991). Some works in our field are widely disseminated, but this does not happen as often as it could.

Second, business schools need to do a better job training students about the value of the research process, about the central findings in I/O, and how they can be informed consumers of this research themselves. Most managers are trained in business schools, and thus the burden is on business schools to achieve this objective. If individuals don't have a clear idea of the value of research when they receive their diploma, it seems unlikely they will "see the light" once beset by the constant short-term pressures of their jobs.

Of course, it is always easier to decry the current state of affairs than to do something about it. As Campbell, Daft, and Hulin (1982) wrote, "...it is a bit too easy to focus on the negative, rail against the ignorant and the misguided, and create the impression that everyone (except us) needs help.... Both research and practice are very, very difficult to do" (p. 149). This is well put. But until we recognize that we have a problem and start generating solutions for what to do about it, the situation stands little chance of improving.

Conclusion

Clearly, all three of these I/O professionals believe, at least to some extent, in the efficacy of our field. Interestingly enough, while Rich commented more on the organizational aspects of the discipline (e.g., the impact of theory, research, and a preoccupation with empiricism on the practice of human resource management) Gary focused his argument on the more industrial facets (e.g., contributing to better selection and performance appraisal systems). While Tim also used the practice of selection methodologies to make his case that I/O research hasn't reached as far as it could, I think the point here is that I/O psychologists probably do use existing theory

and research in their own organizations, but where there is no representation (or limited credibility of the internal function), the impact of I/O is probably zero. As Tim notes, many managers and HR professionals in organizations without I/O, HRD, or OD functions (and shamefully even some that do) simply don't read *JAP*, *Personnel Psychology* or *AMJ*, or attend the annual SIOP Conferences, or even look at the "hard core" management books. And, unfortunately, the trade magazines they do read don't really care to report research findings, let alone theoretical models. Articles showing the often shoddy and unprofessional work of big name consulting firms in widely read newspapers do not help our cause either. Thus, when articles appear on psych performance management or sessions at professional conferences describing how to enhance team and organizational learning through the Samba receive top billing in promotional materials, at the very best managers and HR professionals think our profession is cracked and, at worst, actually find the material intriguing. It is for these reasons that Gary mentions the need for practitioners to acquire "street smarts" regarding effective interventions, and Rich talks about the "complete I/O practitioner" as someone who can compete with rest of the consulting cadre but who can also make a positive impact on the quality of worklife in organizations.

So, if in sum it is safe to say that I/O psychology definitely has an impact, but only where there are I/O psychologists involved, what's the solution? The interventions suggested here include training (at the middle manager and presumably the human resources level in business schools) and better dissemination of I/O research, theory, and practice experience through easily digestible yet meaningful vehicles for the general public. While SIOP has done a great job of getting the word out to date, there is clearly a long way to go. Let's face it, many people simply don't have a clue as to what it is we do. I can't remember how many times non-psychologist types have said to me in response to the label "organizational psychologist," "Oh, maybe you can help me get organized?" or even worse "Oh, are you going to psychoanalyze me?" APA has been devoted to getting the word out about the value of psychology for years. Now it's our turn. Because if we are not careful, the popular perception of us may be as Scott Adams portrays it—"A consultant is a person who takes your money and annoys your employees while tirelessly searching for the best way to extend the consulting contract.... Consultants will ultimately recommend that you do whatever you're not doing now" (p.1996; 151, 153).

Thanks to Rich, Gary, and Tim for committing their thoughts and insights in writing for all to see. Thanks also to the usual cast of characters JW and MZ for their reviewing and proofing efforts. Please send your reactions, comments, and suggestions to AllanHC96@AOL.COM or by mail at W. Warner Burke Associates Inc., 201 Wolfs Lane, Pelham, NY, 10803, (914) 738-0080, fax (914) 738-1059.

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Biographies

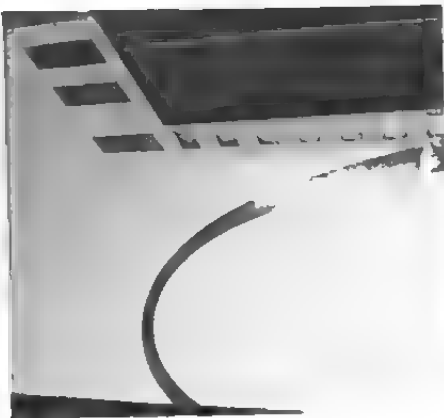
Richard J. Klimoski is Professor of Psychology, Director of the Center for Behavioral and Cognitive Studies, and Director of the A-E Area Program in Psychology in the Department of Psychology at George Mason University. He is also Professor Emeritus at the Ohio State University. Dr. Klimoski received his Ph.D. in Psychology and Management from Purdue University. He has published widely in academic journals and is co-author of *Research Methods in Human Resource Management*. He is past chair of the Personnel/Human Resources division of the Academy of Management and is on the Editorial Review Board of *Human Resource Management Review*. He has served on the Editorial Review Boards of *AMJ*, *JAP*, *Personnel Psychology*, and *ASQ*, and was Editor of *AMR* from 1990-1993. He is a Fellow in both APS and SIOP, served as SIOP president from 1991-1992, and is currently on APA's Council of Representatives. As a Principal in the consulting firm GLK and Associates, he has worked with a wide variety of organizations (both public and private) dealing with such issues as human resource management systems, job-related stress, and quality of work life. He has served as an expert witness in employment related litigation including sexual and race discrimination. RKLIMOSK@OSF1.GMU.EDU

Gary Latham is formerly the Ford Motor Research Professor and Chairman of the Management and Organization Department of the Business School at the University of Washington. As of September, 1990, he accepted an endowed chair at the University of Toronto where he is currently the Secretary of State Professor of Organizational Effectiveness. Gary is a Fellow of both the American and Canadian Psychological Associations, and he is the only Canadian who is a member of the prestigious Society of Organizational Behavior. In 1996 he was made a Fellow of the Royal Society of Canada. Gary consults widely in industry. Among his steady clients are Scott Paper, Seattle First Bank, and Weyerhaeuser Company. Gary was among the first to develop and evaluate a training program to teach employees skills in self-management. His books include, *Increasing Productivity Through Performance Appraisal* (with Dr. K. N. Wexley), *A Theory of Goal Setting and Task Performance* (with Dr. E. A. Locke), *Developing and Training Human Resources in Organizations* (with Dr. K. N. Wexley), and *Goal Setting: A Motivational Technique That Works* (with Dr. E. A. Locke). The latter book has been translated into Hebrew and Japanese. LATHAM@FMGMT.MGMT.UTORONTO.CA

Tim Judge is an Associate Professor in the Department of Management and Organizations, College of Business Administration, University of Iowa. Professor Judge received his Ph.D. from the University of Illinois. His primary research interests are in the areas of personality and dispositions, staffing and retention, job attitudes, and careers. He currently serves on the editorial boards of several journals, including the *JAP*, *Personnel Psychology*, and the *Journal of Management*. He is a member of the executive committee of the Human Resources and Careers divisions in the Academy of Management, and will serve as Program Chair of the 1998 SIOP Conference. TIM-JUDGE@UIOWA.EDU

Highlights of SIOP's Twelfth Annual Conference

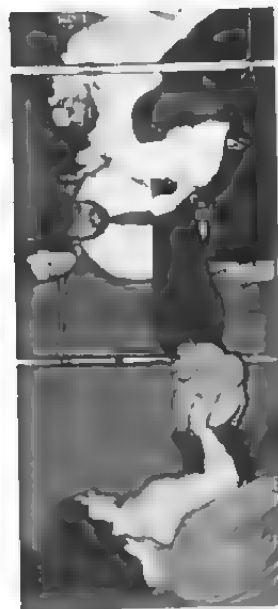
St. Louis—April, 1997



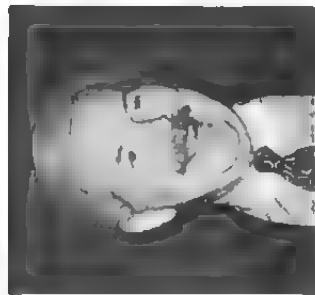
The Adams' Mark Hotel with sunlight reflecting on the Arch. Taken before the blizzard started!



The Doctoral Consortium, above and below. Is she tense, or what? It's the electric fence exercise!



Five Award Winners and a Past President



Ronald D. Johnson,
Service Award winner



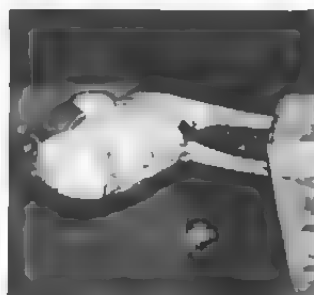
Stephen Gilliland, Early
Career Award Winner



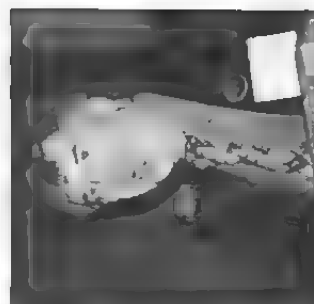
Tammy Allen, Disser-
tation Award Winner



John R. Hinrichs, Practice
Award Winner



Charles L. Hullin, Scienti-
fic Contribution Winner



James L. Farr, Past Pres-
ident

th Anniversary



Laura Koppes and TIP Editor Mike Covert at the history exhibit



The Great Debate of 1997: (L to R) Linda Gottfredson, Leatta Hough, David Jones, Kevin Murphy, Paul Sackett and Neal Schmitt square off.



The SIOP Executive Committees, 1996-97 and 1997-98: The changing of the guard, or ...it's your problem now!

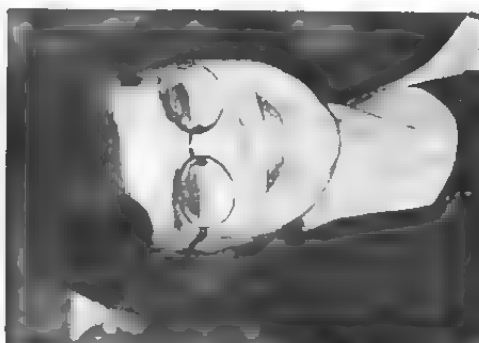
Some of the Folks Who Made Things Work Sooo Well



Katherine Klein, in charge of Everything



Jack Kennedy, in charge of Registration

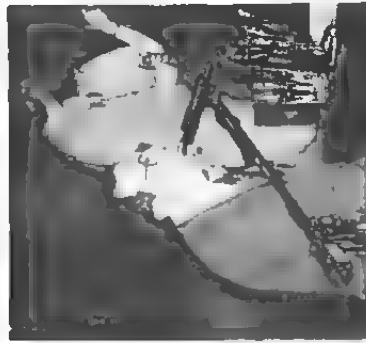


Sally Hartman, in charge of Workshops

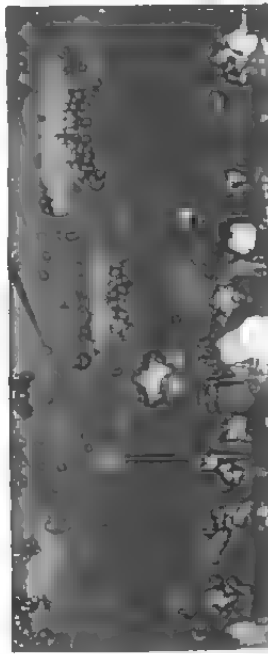


John R. Hollenbeck, in charge of Program

The Unforgettable 50th Anniversary Dessert Reception



Paul Sackett leads the anniversary anthem from the piano.



The decorations set a very festive mood—even before the champagne was poured!



The Past Presidents did their best to carry the chorus.

Photos by Milt Hakei, Laura Koppes and Tanya Castiglione

SIOP Anniversary Song by Paul Sackett

(to the tune of Gilbert and Sullivan's "When I Was a Lad")

In '46 who could have foreseen
As we had our beginnings as Division 14
With a membership count of 203
And under four dollars in our treasury
(Chorus: And under four dollars in our treasury)
That SIOP would grow so steadily
Now we celebrate our golden anniversary
(Chorus: That SIOP would grow so steadily
Now we celebrate our golden anniversary)

No "O" at that point in history -
We were "Business and Industrial Psychology"
But "O" grew strong and staked a claim
And soon we found that it was time to change our name
(Chorus: Soon we found that it was time to change our name)
"I" joined "O" so seamlessly
That now we celebrate our golden anniversary
(Chorus: "I" joined "O" so seamlessly
That now we celebrate our golden anniversary)

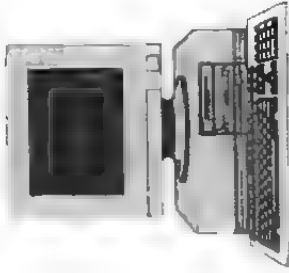
The 80's were a time of disarray
As tensions grew sharper within APA
Their health care focus made us so irate
That we made the decision to incorporate
(Chorus: We made the decision to incorporate)
We took so well to self-sufficiency
That now we celebrate our golden anniversary
(Chorus: We took so well to self-sufficiency
That now we celebrate our golden anniversary)

Each issue of TIP gets fatter yet
And you shouldn't miss our home page on the internet
Our publishing ventures are a new frontier
And we gather by the thousands for our meeting each year
(Chorus: We gather by the thousands for our meeting each year)
It's thanks to this level of activity
That now we celebrate our golden anniversary
(Chorus: It's thanks to this level of activity
That now we celebrate our golden anniversary)

Our conference schedules are carefully marked
And the sessions are packed from dawn till dark
But we're really here to spend some time
With the finest friends and colleagues one could ever find
(Chorus: With the finest friends and colleagues one could ever find)
So hoist your glass and sing with me
As we celebrate our golden anniversary
(Chorus: So hoist your glass and sing with me
As we celebrate our golden anniversary)

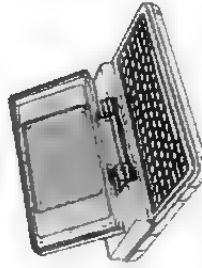
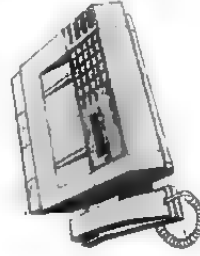
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Receive answer sheets and return test score reports automatically in minutes by fax, modem, or internet.

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is Managing People in Organizations through Research and Training

Call for Nominations and Entries: 1998 Awards of the Society for Industrial and Organizational Psychology

- Distinguished Professional Contributions Award
- Distinguished Scientific Contributions Award
- Distinguished Service Contributions Award
- Ernest J. McCormick Award for Distinguished Early Career Contributions
- Edwin E. Ghiselli Award for Research Design
- S. Rains Wallace Dissertation Award
- William A. Owens Scholarly Contribution Award
- M. Scott Myers Award for Applied Research in the Workplace

(Deadline: September 15, 1997). Send nominations and entries for all awards to:

Adrienne Colella, Chair SIOP Awards Committee
Department of Management
Texas A&M University
College Station, TX 77843-4221
Phone: (409) 845-2825
Fax: (409) 845-9641
E-mail: ACOLELLA@TAMU.EDU

Nomination Guidelines and Criteria for: Distinguished Professional Contributions, Distinguished Scientific Contributions, Distinguished Service Contributions, and the Ernest J. McCormick Early Career Contributions Awards

1. Nominations may be submitted by any member of the Society for Industrial and Organizational Psychology, the American Psychological Association, the American Psychological Society, or by any person who is sponsored by a member of one of these organizations.
2. Only members of the Society for Industrial and Organizational Psychology may be nominated for the award.
3. A current vita of the nominee should accompany the letter of nomination. In addition, the nominator should include materials that illustrate the contributions of the nominee. Supporting letters may be included as part of the nomination packet. The number of supporting letters for any given nomination should be between three and five. Nomination materials with more than five supporting letters will not be considered by the Awards Committee.
4. Nominees who are non-recipients of the Distinguished Scientific Contributions Award, Distinguished Professional Contributions Award, and

Distinguished Service Contributions Award will be reconsidered annually for three years after their initial nomination.

5. Letters of nomination, vita, and all supporting letters (including at least three and no more than five) or materials must be received by September 15, 1997.

Administrative Procedures

1. The SIOP Awards Committee will review the letters of nomination and all supporting materials of all nominees and make a recommendation concerning one or more nominees to the Executive Committee of the Society for Industrial and Organizational Psychology. Two or more nominees may be selected if their contributions are similarly distinguished.

2. The Executive Committee may either endorse or reject the recommendation of the Awards Committee, but may not substitute a nominee of its own.

3. In the absence of a nominee who is deemed deserving of the award by both the Awards Committee and the Executive Committee, the award may be withheld.

Distinguished Professional Contributions Award

In recognition of outstanding contributions to the practice of Industrial and Organizational Psychology.

The award is given to an individual who has developed, refined, and implemented practices, procedures, and methods that have had a major impact on both people in organizational settings and the profession of industrial and organizational psychology. The contributions of the individual should have advanced the profession by increasing the effectiveness of I/O psychologists working in business, industry, government, and other organizational settings.

The recipient of the award is given a plaque and a cash prize of \$1,000. In addition, the recipient is invited to give an address related to his or her contributions at the Annual Conference of the Society for Industrial and Organizational Psychology.

Criteria for the Award

The letter of nomination should address the following points:

- (a) The general nature of the nominee's contributions to the practice of I/O psychology.
- (b) The contributions that the nominee has made to either (1) the development of practices, procedures, and methods, or (2) the implementation of practices, procedures, and methods. If appropriate, contributions of both types should be noted.

(c) If relevant, the extent to which there is scientifically sound evidence to support the effectiveness of the relevant practices, procedures, and methods of the nominee.

(d) The impact of the nominee's contributions on the practice of I/O psychology.

(e) The stature of the nominee as a practitioner vis-à-vis other prominent practitioners in the field of I/O psychology.

(f) The evidence or documentation that is available to support the contributions of the nominee. Nominators should provide more than mere testimonials about the impact of a nominee's professional contributions.

(g) The extent to which the nominee has disseminated information about his or her methods, procedures, and practices through publications, presentations, workshops, and so forth. The methods, procedures, and practices must be both available to and utilized by other practicing I/O psychologists.

(h) The Organizational setting(s) of the nominee's work (industry, government, academia, etc.) will not be a factor in selecting a winner of the award.

Distinguished Scientific Contributions Award

In recognition of outstanding contributions to the science of Industrial and Organizational Psychology.

This award is given to the individual who has made the most distinguished empirical and/or theoretical scientific contributions to the field of I/O psychology. The setting in which the nominee made the contributions (i.e., industry, academia, government) is not relevant.

The recipient of the award is given a plaque and a cash prize of \$1,000. In addition, the recipient is invited to give an address that relates to his or her contributions at the Annual Conference of the Society for Industrial and Organizational Psychology.

Criteria for the Award

The letter of nomination should address the following issues:

- (a) The general nature of the nominee's scientific contributions.
- (b) The most important theoretical and/or empirical contributions.
- (c) The impact of the nominee's contributions on the science of Industrial and Organizational Psychology, including the impact that the work has had on the work of students and colleagues.
- (d) The stature of the nominee as a scientist vis-à-vis other prominent scientists in the field of I/O psychology.

Distinguished Service Contributions Award

In recognition of sustained, significant, and outstanding service to the Society for Industrial and Organizational Psychology.

This award is given for sustained, significant, and outstanding service to SIOP. Service contributions can be made in a variety of ways which include but are not limited to serving as (a) an elected officer of the Society, (b) the chair of a standing or ad hoc committee of the Society, (c) a member of a standing or ad hoc committee of the Society, and (d) a formal representative of the Society to other organizations. The recipient is given a plaque and cash prize of \$1,000.

Criteria for the Award

The letter of nomination should address the nature and quality of the nominee's service contributions. A detailed history of the individual's service-oriented contributions should be provided. It should specify (a) the offices held by the nominee, (b) the duration of his or her service in each such office, and (c) the significant achievements of the nominee while an incumbent in each office.

Ernest J. McCormick Award for Distinguished Early Career Contributions

In recognition of distinguished early career contributions to the science or practice of Industrial and Organizational Psychology.

This award is given to the individual who has made the most distinguished contributions to the science and/or practice of I/O psychology within seven (7) years of receiving the Ph.D. degree. In order to be considered for the 1998 Award, nominees must have defended their dissertation no earlier than 1991. The setting in which the nominee has made the contributions (i.e., academia, government, industry) is not relevant.

The recipient of the award is given a plaque and a cash prize of \$1,000. In addition, the recipient is invited to give an address at the meeting of the Society for Industrial and Organizational Psychology that relates to his or her contributions.

The Ernest J. McCormick Award for Distinguished Early Career Contributions is sponsored by Consulting Psychologists Press, Incorporated.

Criteria for the Award

The letter of nomination should address the following issues:

(a) The general nature of the nominee's contributions to science and/or practice.

(b) The most important contributions to science and/or practice.

(c) The impact of the nominee's contribution on the science and/or practice of I/O psychology, including the impact that the work has had on the work of students and colleagues.

(d) The status of the nominee as a scientist and/or practitioner vis-à-vis other prominent scientists and/or practitioners in the field of I/O psychology.

Documentation should be provided that indicates that the nominee received his or her Ph.D. degree no earlier than 1991.

Edwin E. Ghiselli Award for Research Design

In recognition of the research proposal that best shows the use of scientific methods in the study of a phenomenon that is relevant to the field of Industrial and Organizational Psychology.

The award is given to the author(s) of the best research proposal in which scientific methods are used to study a phenomenon of relevance to the field of I/O psychology. The proposal should demonstrate the use of research methods that are rigorous, creative, and highly appropriate to the study of the phenomenon that is the focus of the proposed research. The proposal should cover research that is at either the design stage or is in very early stages of pilot-testing. Proposals covering completed research should not be submitted.

The author(s) of the best proposal is (are) awarded a plaque, a \$1,000 cash prize, and the opportunity to present their proposal in a poster session at the Annual Conference of the SIOP. In addition, the Scientific Affairs Committee of SIOP will assist the winner in both obtaining funding and locating sites for the conduct of the proposed research. This offer of assistance, however, does not obligate the award winner(s) to actually perform the proposed research.

If more than one outstanding research proposal is submitted for review, the Awards Committee may recommend that an otherwise outstanding, but not a winning, proposal be awarded honorable mention status.

Criteria for Evaluation of Proposals

Research proposals will be evaluated in terms of the following criteria:

1. The degree to which the proposed research addresses a phenomenon that is of significance to the field of I/O psychology.

2. The extent to which the proposal shows appropriate consideration of the relevant theoretical and empirical literature.

3. The degree to which the proposed research will produce findings that have high levels of validity (i.e., internal, external, construct, and statistical conclusion).

The setting of the proposed research is of lesser importance than the capacity of the study to produce highly valid conclusions about a real-world phenomenon of relevance to the field of I/O psychology. The methods of the proposed research (including subjects, procedures, measures, manipulations, and data analytic strategies) should be specified in sufficient detail to allow for an assessment of the capacity of the proposed research to yield valid inferences.

4. The extent to which the proposed research is actually capable of being conducted.

5. The degree to which the proposed research, irrespective of its outcomes, will produce information that is of both practical and theoretical relevance.

6. The extent to which ideas in the proposal are logically, succinctly, and clearly presented.

7. The degree to which the proposal provides for the appropriate coverage and consideration of (a) research objectives, (b) relevant theoretical and empirical literature, and (c) research methods. Note that a budget for the proposed research should not be submitted.

Guidelines for Submission of Proposal

1. Proposals may be submitted by any member of SIOP, the American Psychological Society, the American Psychological Association, or by any person who is sponsored by a member of one of these organizations.

2. Proposals having multiple authors are acceptable.

3. Proposals are limited to 30 double-spaced pages. This limit includes the title page, abstract, tables, figures, and so forth. However it excludes references.

4. Proposals should be prepared in accordance with the guidelines provided in the fourth edition of the *Publication Manual of the American Psychological Association*. Note, however, that the abstract may contain up to 300 words.

5. Ten copies of each proposal should be submitted. The name of the author, affiliation (academic institution, business firm, or government agency), and phone number should appear only on the title page of the proposal.

6. No award-winning proposal (actual winner or honorable mention) may be re-submitted for review. However, non-winning entries that were submitted in previous years may be resubmitted.

7. Individuals who have previously won the award are eligible to submit proposals covering research other than that covered in their award-winning proposal(s). However, to win an award a third time, the author must show evidence of having completed at least one of the two previously proposed studies.

8. Proposals must be received by September 15, 1997.

Administrative Procedures

1. Proposals will be reviewed by the SIOP Awards.

2. The Awards Committee will make a recommendation to the SIOP Executive about the award-winning proposal and, if appropriate, a proposal deserving honorable mention status.

3. The Executive Committee may either endorse or reject the recommendation of the Awards Committee, but may not substitute a nominee of its own.

4. In the absence of a proposal that is deemed deserving of the award by both the Awards Committee and the Executive Committee, the award may be withheld.

S. Rains Wallace Dissertation Research Award

In recognition of the best doctoral dissertation research in the field of Industrial and Organization Psychology.

This award is given to the person who completes the best doctoral dissertation research germane to the field of I/O psychology. The winning dissertation research should demonstrate the use of research methods that are both rigorous and creative. The winner of the award will receive a plaque, a cash prize of \$1,000, and the opportunity to present his or her dissertation research in a poster session at the Annual SIOP Conference.

Criteria for Evaluation and Submissions

Dissertation summaries will be evaluated in terms of the following criteria:

1. The degree to which the research addresses a phenomenon that is of significance to the field of I/O psychology.

2. The extent to which the research shows appropriate consideration of relevant theoretical and empirical literature. This should be reflected in both the formulation of hypotheses tested and the selection of methods used in their testing.

3. The degree to which the research has produced findings that have high levels of validity (i.e., internal, external, construct, and statistical con-

clusion). The setting of the proposed research is of lesser importance than its ability to yield highly valid conclusions about a real-world phenomenon of relevance to the field of I/O psychology. Thus, the methods of the research (including subjects, procedures, measures, manipulations, and data analytic strategies) should be specified in sufficient detail to allow for an assessment of the capacity of the proposed research to yield valid inferences.

4. The extent to which the author (a) offers reasonable interpretations of the results of his or her research, (b) draws appropriate inferences about the theoretical and applied implications of the same results, and (c) suggests promising directions for future research.

5. The degree to which the research yields information that is both practically and theoretically relevant and important.
6. The extent to which ideas in the proposal are logically, succinctly, and clearly presented.

Guidelines for Submission of Proposal

1. Entries may be submitted only by individuals who are endorsed (sponsored) by a member of, the American Psychological Society, the American Psychological Association.
2. Each entrant should submit 10 copies of his or her paper (not to exceed 30 pages of double-spaced text) based on his or her dissertation. The name of the entrant, institutional affiliation, current mailing address, and phone number should appear only on the title page of the paper.
3. Papers are limited to a maximum of 30 double-spaced pages. This limit includes the title page, abstract, and text. Tables, figures, references, and appendices are not included in the 30-page limit.
4. Papers should be prepared in accordance with the guidelines provided in the fourth edition of the *Publication Manual of the American Psychological Association*. Note, however, that the abstract may contain up to 300 words.
5. The paper must be based on a dissertation that was accepted by the graduate college 2 years or less before September 15, 1997, with the stipulation that an entrant may only submit once.
6. The entrant must provide a letter from his or her dissertation chair that specifies the date of acceptance of the dissertation by the graduate school of the institution and that the submission adequately represents all aspects of the completed dissertation. In addition, the entrant must provide a letter of endorsement from a member of SIOP, the American Psychological Society, or the American Psychological Association who is familiar with the entrant's dissertation. Both of these letters may be from the same individual.
7. Entries (accompanied by supporting letters) must be received by September 15, 1997.

Administrative Procedures

1. All entries will be reviewed by the SIOP Awards.
2. The Awards Committee will make a recommendation to the SIOP Executive Committee about the award-winning dissertation and, if appropriate, up to two dissertations deserving honorable mention status.
3. The Executive Committee may either endorse or reject the recommendation of the Awards Committee, but may not substitute recommendations of its own.
4. In the absence of a dissertation that is deemed deserving of the award by both the Awards Committee and the Executive Committee, the award may be withheld.

William A. Owens Scholarly Contribution Award

In recognition of the best publication (appearing in a refereed journal) in the field of I/O Psychology during the past full year (1996).

This new annual award, honoring William A. Owens, is given to the author(s) of the publication in a refereed journal judged to have the highest potential to significantly impact the field of I/O Psychology. There is no restriction on the specific journals in which the publication appears, only that the journal be refereed and that the publication concerns a topic of relevance to the field of I/O psychology. Only publications with a 1996 publication date will be considered.

The author(s) of the best publication is (are) awarded a plaque and a \$1,000 cash prize (to be split in the case of multiple authors).

Criteria for Evaluation of Publications

Publications will be evaluated in terms of the following criteria:

1. The degree to which the research addresses a phenomenon that is of significance to the field of I/O psychology.
2. The potential impact or significance of the publication to the field of I/O Psychology.
3. The degree to which the research displays technical adequacy, including issues of internal validity, external validity, appropriate methodology, appropriate statistical analysis, comprehensiveness of review (if the publication is a literature review), and so forth.

Guidelines for Submission of Publications

1. Publications may be submitted by any member of SIOP, the American Psychological Society, the American Psychological Association or by any person who is sponsored by a member of one of these organizations. Self-

and other-nominations are welcome. This year, the Owens Award subcommittee will also generate nominations. Those evaluating the publications will be blind to the source of the nomination.

2. Publications having multiple authors are acceptable.
3. Ten copies of each publication should be submitted.
4. Publications must be received by September 15, 1997.

Administrative Procedures

1. Publications will be reviewed by a subcommittee of the SIOP Awards Committee, consisting of at least six members.
2. The Awards Committee will make a recommendation to the SIOP Executive Committee about the award-winning publication and, if appropriate, a publication deserving honorable mention status.
3. The Executive Committee may either endorse or reject the recommendation of the Awards Committee, but may not substitute a nominee of its own.
4. In the absence of a publication that is deemed deserving of the award by both the Awards Committee and the Executive Committee, the award may be withheld.

M. Scott Myers Award for Applied Research in the Workplace

In recognition of a project or product representing an outstanding example of the practice of Industrial and Organizational Psychology in the workplace.

This annual award, honoring M. Scott Myers, will be given to an individual practitioner or team of practitioners who have conducted/developed a specific project or product representing an example of outstanding practice of I/O Psychology in the workplace (i.e., business, industry, government).

Projects must have been conducted in the workplace within the last 40 years and cover a time period of no more than 8 years. Products (e.g., tests, questionnaires, videos, software, but *not* books or articles) must be used in the workplace and developed within the last 40 years. Projects or products may be in any area of I/O Psychology (e.g., compensation, employee relations, equal employment opportunity, human factors, job analysis, job design, organization development, organizational behavior, position classification, safety, selection, training).

The award recipient(s) will receive a plaque commemorating the achievement, a cash prize of \$1,000, and an invitation to make a presentation at SIOP's Annual Conference. (Team awards will be shared among the members of the team.)

Criteria for Evaluation of Projects or Products

Nominations will be evaluated on the extent to which they:

1. Have a sound technical/scientific basis.
2. Advance the objectives of clients/users.
3. Promote full use of human potential.
4. Comply with applicable psychological, legal, and ethical standards.
5. Improve the acceptance of I/O Psychology in the workplace.
6. Show innovation and excellence.

Guidelines for Submission of Projects or Products

1. Nominations may be submitted by any member of SIOP. Self-nominations are welcome.
2. Individuals or teams may be nominated. Each individual nominee must be a current member of SIOP. If a team is nominated, at least one of the team members must be a current member of SIOP, and each team member must have made a significant contribution to the project or product. No person may be nominated (as an individual and/or team member) for more than one project or product in any given year.
3. Each nomination package must contain the following information:
 - (A) A letter of nomination which explains how the project or product meets the six evaluation criteria above.
 - (B) A technical report which describes the project or product in detail. This may be an existing report.
 - (C) A description of any formal complaints of a legal or ethical nature which have been made regarding the project or product.
 - (D) A list of three client references who may be contacted by the Awards committee regarding the project or product.
 - (E) (OPTIONAL) Any other related documentation which may be helpful in evaluating the nomination (e.g., a sample of the product, technical manuals, independent evaluations).
4. Five copies of all nomination materials should be submitted. The Awards Committee will maintain the confidentiality of secure materials.

Administrative Procedures

1. Nomination materials will be reviewed by a subcommittee of the SIOP Awards Committee, consisting of at least three members, all of whom work primarily as I/O practitioners.
2. The Awards Committee will make a recommendation to the SIOP Executive Committee about the award-winning project or product.

3. The Executive Committee may either accept or reject the recommendation of the Awards Committee, but may not substitute a nominee of its own.

4. In the absence of a nominee that is deemed deserving of the award by both the Awards Committee and the Executive Committee, the award may be withheld.

Past SIOP Award Recipients

Listed below are past SIOP award recipients as well as SIOP members who have received APA, APF, or APS awards.

Distinguished Professional Contributions Award

1977	Douglas W. Bray	1987	Paul Sparks
1978	Melvin Sorcher	1988	Herbert H. Meyer
1979	Award withheld	1989	William C. Byham
1980	Award withheld	1990	P. Richard Jeanneret
1981	Carl F. Frost	1991	Charles H. Lawshe
1982	John Flanagan	1992	Gerald V. Barrett
1983	Edwin Fleishman	1993	Award withheld
1984	Mary L. Tenopir	1994	Patricia J. Dyer
1985	Delmar L. Landen	1995	Allen I. Kraut
1986	Paul W. Thayer	1996	Erich Prien
		1997	John Hinrichs

Distinguished Scientific Contributions Award

1983	William A. Owens	1990	Edward J. Lawler III
1984	Patricia C. Smith	1991	John P. Campbell
1985	Marvin D. Dunnette	1992	J. Richard Hackman
1986	Ernest J. McCormick	1993	Edwin A. Locke
1987	Robert M. Guion	1994	Bernard M. Bass
1988	Raymond A. Katzell	1995	Frank Schmidt & John Hunter
1989	Lyman W. Porter	1996	Fred Fiedler
		1997	Charles Hulin

Distinguished Service Contributions Award

1989	Richard J. Campbell & Mildred E. Katzell	1993	Robert M. Guion
1990	Paul W. Thayer	1994	Ann Howard
1991	Mary L. Tenopir	1995	Milton D. Hakel
1992	Irwin L. Goldstein	1996	Sheldon Zedeck
		1997	Ronald Johnson

Ernest J. McCormick Award for Distinguished Early Career Contributions

1992	John R. Hollenbeck	1995	Timothy Judge
1993	Raymond A. Noe	1996	Joseph Martocchio
1994	Cheri Ostroff	1997	Stephen Gilliland

Edwin E. Ghiselli Award for Research Design

1984	Max Bazerman & Henry Farber	1991	Award withheld
1985	Gary Johns	1992	Julie Olson & Peter Carnevale
1986	Craig Russell & Mary Van Sell	1993	Elizabeth Weldon & Karen Jehn
1987	Sandra L. Kirmeyer	1994	Linda Simon & Thomas Lokar
1988	Award withheld	1995	Award withheld
1989	Kathy Hanisch & Charles Hulin	1996	Award withheld
1990	Award withheld	1997	Kathy Hanisch, Charles Hulin, & Steven Seitz

S. Rains Wallace Dissertation Research Award

1970	Robert Pritchard	1983	Michael Campion
1971	Michael Wood	1984	Jill Graham
1972	William H. Mobley	1985	Lorann Roberson
1973	Phillip W. Yetton	1986	Award withheld
1974	Thomas Cochran	1987	Collette Frayne
1975	John Langdale	1988	Sandra J. Wayne
1976	Denis Umstot	1989	Leigh L. Thompson
1977	William A. Schiemann	1990	Award withheld
1978	Joanne Martin & Marilyn Morgan	1991	Rodney A. McCloy
1979	Stephen A. Stumpf	1992	Elizabeth W. Morrison
1980	Marino S. Basadur	1993	Deborah F. Crown
1981	Award withheld	1994	Deniz S. Ones
1982	Kenneth Pearlman	1995	Chockalingam Viswesvaran
		1996	Steffanie Wilk & Daniel Cable
		1997	Tammy Allen

Best Student Poster at SIOP

1993	Susan I. Bachman
	Amy B. Gross
	Steffanie L. Wilk
1994	Lisa Finkelstein
1995	Joann Speer-Sorra

- 1996 Frederick Oswald
1997 Syed Saad & Paul Sackett

Robert J. Wherry Award for the Best Paper at the I-O/OB Conference

- | | | | |
|---------|--------------------|------|--------------------|
| 1980-82 | Missing | 1991 | Paul Van Katwyk |
| 1983 | Maureen Ambrose | 1992 | Sarah Moore-Hirsch |
| 1984-87 | Missing | 1993 | Daniel Skarlicki |
| 1988 | Christopher Reilly | 1994 | Talya Bauer |
| 1989 | Andrea Eddy | 1995 | Mary Ann Hannigan |
| | Lynda Aiman-Smith | | Robert Sinclair |
| 1990 | Amy Shwartz, | 1996 | Adam Stetzer & |
| | Wayne Hall | | David Hofmann |
| | Jennifer Martineau | | |

SIOP Members who have Received APA Awards

Award for Distinguished Contributions to Education in Psychology

- 1973 James B. Maas

Award for Distinguished Professional Contributions

- 1976 John C. Flanagan
1980 Douglas W. Bray
1989 Florence Kaslow
1991 Joseph D. Matarazzo
1992 Harry Levinson

Award for Distinguished Scientific Contributions to Psychology

- 1957 Carl I. Hovland
1972 Edwin E. Ghiselli

Award for Distinguished Scientific Contribution for the Applications of Psychology

- 1980 Edwin A. Fleishman
1983 Donald E. Super
1987 Robert Glaser
1994 John E. Hunter & Frank Schmidt

Award for Distinguished Early Career Contributions to Psychology

- 1989 Ruth Kanfer
1994 Cheri Ostroff

**SIOP Members who have Received APF Awards
Gold Medal Award for Life Achievement in the Application
of Psychology**

- 1986 Kenneth E. Clark
1988 Morris S. Viteles
1991 Douglas W. Bray
1993 John C. Flanagan
1994 Charles H. Lawshe

SIOP Members who have Received APS Awards

James McKeen Cattell Fellow Award

- 1993 Edwin A. Fleishman
Robert Glaser
Donald E. Super

Call for Fellowship Nominations

Robert L. Dipboye

Each year, the Fellowship Committee requests and evaluates nominations to the status of Fellow those society members who have made unusual and outstanding contributions to psychology. The Fellowship Committee strongly encourages nominations of individuals from all areas of endeavor within our profession.

We particularly encourage nominations of candidates who have made their contribution through the practice and application of psychology, a group that is often under-represented in the nomination process. There are many I/O psychologists who have contributed substantially to the field by applying psychology in organizations, and helping others apply our science in real-world settings. We encourage nominations of individuals who have accomplished this important goal.

Detailed criteria considered by the Fellowship Committee were published in TTP, April 1994, pp. 31-34. General criteria are summarized below.

Criteria

- Society Member for no less than 2 years at the time of election.
- At least three letters of recommendation from Fellows of the Society.
- An unusual and outstanding contribution to the field. This contribution can be achieved through research, practice, teaching, administration, or any combination of these. The distinguishing characteristic of Fellows is that they have made a contribution that goes beyond the norm of consistent and competent research, practice, teaching, and so forth, and that their efforts have helped advance our field.

Nomination

- By either Society Fellow or Member

Due Date

- December 1, 1997

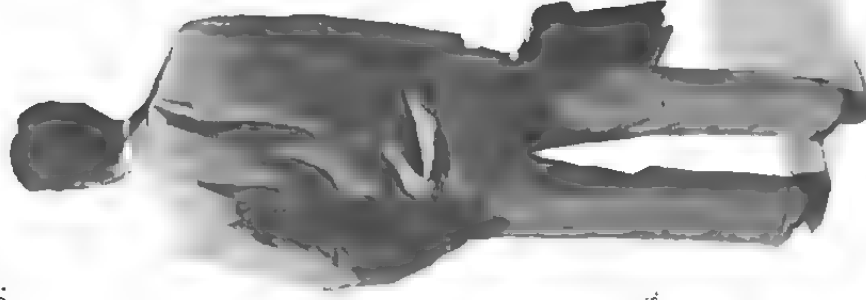
Request Nomination Materials From and Direct Questions to:

Robert L. Dipboye, Chair, SIOP Fellowship Committee
Department of Psychology MS-25
Rice University
6100 South Main
Houston, TX 77005-1892
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Secretary's Report

Bill Macey

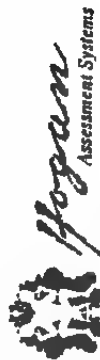
The Spring meeting of SIOP's Executive Committee and Committee Chairs was held in St. Louis on April 13th and 14th, 1997, immediately following the annual conference. Some highlights of that meeting and the corresponding discussions include:

- The ad hoc Committee on Minority Affairs was re-authorized.
- **Ron Johnson** reported that SIOP remains financially healthy. Income from publications has contributed significantly to overall revenue.
- There was considerable discussion regarding the publication of "best practices" in selection research. Discussion focused on the level of detail that such a publication might represent as well as the audience to whom such a document might be directed. It was agreed that discussion of the topic would continue.
- **Adrienne Colella** reviewed the status of the various SIOP awards (e.g., the Professional Practice and Scientific Contribution Awards) in detail. The Executive Committee subsequently voted to increase financial stipends associated with the awards.
- **Jim Breugh**, outgoing Chair of the Scientific Affairs Committee, informed the Executive Committee that *A Review of Psychological and Behavioral Research on Affirmative Action* has been published by the Society. The review was authored by a subcommittee chaired by **David Kravitz**. It is also available on the homepage.
- **Laura Koppes** reviewed the various events that will be taking place at the upcoming APA Annual Convention in Chicago. She also reported that the exhibit at the SIOP Conference in St. Louis generated a great deal of interest.
- The revised Guidelines for Education and Training developed by **Janet Barnes-Farrell** and the E&T Committee is currently under review by APA. A draft version is available on the WEB site.
- The Executive Committee approved expenditures to provide general support for the SIOP Conference Program Committee and Doctoral Consortium, and for enhancing the computer equipment used to support the SIOP WEB site.
- **Tim Judge**, APA Program Chairperson, reported that there will be a strong "history component" to the program this year. He also noted that there will be a Division 14 booth/exhibit at the APA Convention.
- **Katherine Klein** reported on the significant increase in the size and scope of the conference, noting that annual growth in attendance has

averaged nearly 15%. The implications for how the Conference is organized were discussed to identify strategies for addressing the challenges this growth has created.

- **Karen Paul** reported on the initiatives of the Membership Committee. She noted that the committee is working to refine the membership selection criteria.

Please feel free to contact me or any other member of the Executive Committee if you have any questions or comments.



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Professional Practice Committee Update

Catherine Higgs, Chair

The Professional Practice Committee's mission is to address issues relative to professional practice, developing relationships with other professional groups, business and government leaders, and the public in general in order to advance the professional practice of I/O psychology. Our work is conducted primarily through five subcommittees: Environmental Scanning, Ethical Affairs, International Affairs, Professional Association Affairs, and Public Affairs. For information about current Committee issues and activities, feel free to contact any of the subcommittee chairs listed in this article, or contact me, Cathy Higgs, by email at chiggs@allstate.com [note, no "s" on last name in e-mail address] or (415) 833-6260.

International Affairs Subcommittee: Bob Ramos, Chair

Bob Ramos is the new chair of this subcommittee. The subcommittee's goals for this year are to focus on: (a) increased access to SIOP for international psychologists. An excellent vehicle for doing this will be enhancements to SIOP's home page over the coming year. (b) Planning activities related to the 24th International Congress of Applied Psychology which will be held in San Francisco in August 1998. Members who are in the San Francisco Bay Area and might be interested in informal exchange with international psychologists, or even in hosting site visits to your organization, please contact Bob with your ideas and availability. (c) Establishing closer communication links with international organizations and international researchers for development of collaborative research and practice. Bob Ramos can be reached at rmos@mail.humro.org or (703) 706-5631.

Environmental Scanning Subcommittee: Jim Sharf, Chair

Jim and his colleagues are responsible for scanning for major issues which may affect practice. For more information about the subcommittee, contact Jim Sharf at (202) 223-0673.

The recently issued EEOC guidelines on the application of the employment provisions of the Americans with Disabilities Act (ADA) to persons with psychiatric disabilities may be of interest to many SIOP members. You can read or retrieve this material from the EEOC's web site at <http://www.eeoc.gov>. The guidelines have already received some general press attention, and many of us may be advising our companies or our clients about what this means for their workplace settings. If you have particular interest or expertise in this topic area or other ADA topic areas, please let Cathy Higgs know.

SIOP

12th Annual Conference



AUDIO CASSETTES

The Society for Industrial and Organizational Psychology and Audio Transcripts, Ltd. have teamed up to professionally record the information-packed presentations at the 12th Annual SIOP Conference, held April 11-13, 1997 in St. Louis, MO. Available recordings include Symposia, Panel Discussions, Conversation Hours, Practitioner Forums, Master Tutorials and Special Presentations.

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email: atlapes@aol.com

Ethical Affairs Subcommittee: Rodney Lowman, Chair

The primary current activity of this subcommittee is publishing a new edition of the ethics casebook, which has a working title of *The Ethical Practice of Psychology in Organizations*. For more information contact Rod Lowman at (318) 257-4315 (or e-mail at rlowman@LaTech.edu).

Professional Association Affairs Subcommittee:

Donna Denning, Chair

This subcommittee has two distinct foci: (a) regional I/O groups and (b) personnel generalist organizations. For more information, contact Donna Denning at (213) 847-9134.

Public Affairs Subcommittee: Dianne Brown, Chair

This subcommittee's emphasis continues to be creating a SIOP Member Referral System to operate as part of the SIOP Home Page on the Internet. For more information, contact Dianne C. Brown at (202) 336-6000 (or e-mail at dcb.apa@email.apa.org).

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Practice Network

Thomas G. Baker
ESS Corp.

Practice Network is a forum for the discussion of practitioner ideas, opinions and issues. This column works because *you* get involved. I can always be reached at (614) 475-7240 and hope you find something of interest in the features in this issue.

Lessons Learned: Warner Burke

Practice Network was pleased to speak with W. Warner Burke (Teachers College, Columbia University and W. Warner Burke Associates) about those things he has learned in the world's biggest laboratory—life. He chose to focus on some perspectives or principles he has picked up in his work helping companies undergo major organizational change.

Warner has observed three important changes in the field of change management over the past 10 years:

1. The business of consulting in organizational change has become increasingly competitive. Warner jokes that, "Change ain't what it used to be" before the influx of Anderson Consulting, the other Big Six accounting firms and many other new firms into the field of change management. In years past, Warner remembers being called into companies as the only change consultant. Now this happens much less frequently. It's more of a competitive bid, RFP kind of environment than in the past.

2. During client interventions "change is no longer sequenced" as it once was and as it is taught in the theoretical models¹. As we have learned over time it may never have been totally sequenced, but increasingly you cannot assume that change is new to an organization. Warner finds more of his clients have already undergone some sort of (or some parts of) a change process but "they are stuck or don't know where to go next. In all cases, though, they have already done a lot of change."

3. Warner emphasizes a message heard in many quarters about the rapidity of change. He says, "Things are happening so much faster than it did 10 years ago, there is no question about it."

From an overview of macro-trends, Warner gives emphasis to three "tried and true principles" for the organizational consultant. He stresses that,

¹ For consulting models you might try Warner's near-classic 1982 book, *Principles and Practice of Organization Development*. His multiple sequence model goes something like: entry, contracting, data gathering, diagnosis and analysis, feedback, intervention, evaluation, separation.

in his experience, these are three principles from which he suggests you do not waiver.

- a. Begin the consulting process from where the client is instead of where you think he or she should be or where you want her or him to be. "It is important to respect your client's current problems and issues. Deal with these issues at the outset, while at the same time observing them as symptoms of possible root causes," or you will not long remain with the client.
- b. "Recognize consulting as a combination of facilitation and, as Chris Argyris says, 'authoritative intervention,'" Warner notes. Sometimes clients just plain need your advice and expert opinion, while at other times they need to be guided to solving the problem for themselves. The trick is knowing when to do which.
- c. Without falter, organizational change management must be systemic in approach, treating the client organization as a system. "Don't fall into the trap of allowing a client to blame individuals for problems," Warner says. He feels very strongly that his role is not to help clients get rid of people, not to play (or play into) a hatchet man role.

Warner's final set of observations (*of course*, there are three of them) are categorized into a 'miscellaneous musings' category.

1. There is no clean line between intervention and diagnosis. Again referring to Argyris, Warner emphasizes the single loop versus double loop concept, illustrating, "I learn far more about the real issues, perform more diagnosis, while performing an intervention such as team building," than he does in the boardroom and conducting individual interviews during periods of more formal diagnosis.

2. There is a fine line between teaching your client and being pedantic. Warner observes, "There are many times we must be teachers, but we should teach in short bursts." A lot of consulting is teaching and educating clients, but it should never be called that, again stressing that a consultant should "find opportunities to make a point, based on what is being discussed—keep it short and relevant."

3. During the beginning stage of a client relationship a wise consultant checks three key things to make sure the change issue is for real:

- a. Does the client have a sense of urgency? If it cannot be detected, Warner recommends you waive off a relationship until such a time the client has a felt need to change.
- b. Does the client have their finger on the right issues? "Do they know the key issues, understand their problems?" Warner asks. If they have this sense, you will progress much more rapidly than if they do not. In many cases they know the problems they have, but

are clueless as to what to do to address them—naturally, that is your role.

c. Make dang sure the client has made all the personnel changes he intends to make. With strong feelings on this point, Warner notes, “I am not the guy to come in and downsize. I have always seen my role as one of development,” for individuals and for organizations.

Warner, thanks for contributing these pearls to *Practice Network*!

The Spoken Word

Practice Network got a hold of the top 10 selling audio tapes from the SIOP conference in April in St. Louis. Here you are:

- Invited Panel Discussion: Police Selection in Nassau County: Validity and Demographic Diversity (Session 80).
- Practitioner Forum: Competency Models. What Are They and Do They Work? (Session 120).
- Panel Discussion: Design and Implementation of Winning Leadership Development Processes (Session 4).
- Symposium: Accelerating Executive Development—Can We, Should We, How? (Session 57).
- Symposium: Improving Prediction with Personality Constructs: Concern and Non-Concerns (Session 19).
- Symposium: Organizational Application of Competency Models: A Multi-Industry Perspective (Session 112).
- Symposium: Challenges to Structured Interviewing (Session 7).
- Panel Discussion: Advancing the Science and Practice of 360-Degree Feedback: Have We Stagnated? (Session 118).
- Symposium: Managerial Competencies: Between *g* and Hard Data (Session 12).
- Panel Discussion: Linking Legal Reasoning with I-O Psychology (Session 41).

Personality-Oriented Job Analysis

This little gem has been lying pretty low for a couple of years. I believe it worthy of wider circulation. **Mark Schmit** (Payless ShoeSource), **Bob Guion** (ex-officio, BGSU), and **Pat Raymark** (OSU-Newark, Ohio) have developed a draft job analysis tool useful for “making hypotheses about personality predictors of job performance.”

A key point brought forward by these authors is that you get what you look for. “If the job analysis method emphasizes only cognitive or psychomotor aspects of jobs, it is likely that only cognitive or psychomotor predictors will be hypothesized...the dormancy in the use of personality variables

for personnel selection can be laid to job analytic procedures that do not encourage their consideration.” This is an elegant, simple conjecture that just may be on target. What is equally likely is that, until this job analysis procedure came along, analysts lacked a well constructed, documentable audit trail for making personality-oriented predictor hypotheses when writing up a job analysis.

Their tool is called the PPRF (Personality-Related Position Requirements Form). Twelve dimensions exist² organized under the Big Five, with 107 items in total. Trial use of the PPRF on 260 different jobs with 283 completed forms showed alpha coefficients, in all but one dimension, higher than .70—satisfactory internal consistency. Although the trial sample was heavily skewed towards white collar occupations (22% Professional or technical, 39% Managerial, 28% Clerical), the authors conjecture that “insofar as personality variables are concerned with interpersonal relationships, and many of them are, this skewing of the distribution may not pose a serious problem. The paucity of jobs emphasizing things, however, means that we have not had as much opportunity as we might have in a more representative sample to tap some of the 12 dimensions. Scale independence and interrater correlations are also within acceptable ranges.”

A useful component of the PPRF technical report is that the authors have mapped it to Costa and McCrae's Big Five personality scales. “This hypothesis table is not meant to be definitive, but rather is presented as a demonstration of how an existing set of personality measures might be mapped onto the PPRF; we believe that users can make their own informed connections of this type for their preferred instruments...The PPRF is intended to help in hypothesis developments but is not a substitute for a user's professional judgment.”

So there it is—a 107-item personality-oriented job analysis tool. It's in the public domain (in its current research form). You can get a copy of the technical report (including the full PPRF and scoring instructions) by writing to Pat Raymark, The Ohio State University at Newark, 1179 University Drive, Newark, OH, 43055, or e-mail to raymark.1@osu.edu.

Prohibition Regarding Discrimination and Preferential Treatment

In January 1997, two states and the US Senate introduced legislation

² Elementary linkage analysis (McQuitty, 1957) provided the guide to judge dividing the major factors into a reasonable number of facets. For the uninitiated, elementary linkage analysis is Bob Guion's favorite paper-and-pencil factor analysis-like method. This from a man active before the advent of calculators, let alone computers. For the quant-oriented, check out the original reference: McQuitty, L.L. (1957). Elementary linkage analysis for isolating orthogonal and oblique types and typical relevancies. *Educational and Psychological Measurement*, 17, 207-229.

prohibiting preferential treatment on the basis of subgroup classifications. The states are Georgia (HB 99) and Arizona (HCR 2008). In a similar vein, the US Senate introduced a bill (S. 46, 1/21/97) that would amend the Civil Rights Act of 1964. The initiative can be cited as the Civil Rights Restoration Act of 1997 and provides the following prohibitions:

It shall be an unlawful employment practice for any entity that is an employer, employment agency, labor organization, or joint labor-management committee subject to this title to grant preferential treatment to any individual or group with respect to selection for, discharge from, compensation for, or the terms, conditions, or privileges of, employment or union membership, on the basis of race, color, sex, or national origin of such individual or group, for any purpose.

The Civil Rights Restoration Act also provides an exception to employers and unions which "recruit individuals of an underrepresented race, color, religion, sex, or national origin, to expand the applicant pool."

Are Your Ethics Showing?

This is not a game show—this is real life. What do you do?

Case One

You are the I-O psychologist *point person* during your *Fortune* 500 company's downsizing of 800 employees, 600 of whom are mid-level managers. You work directly for the executive committee. Over the last 2 months the group, with your advice, has almost finished drawing up the list of who gets the ax. Of course this has all been done confidentially. No one outside of the committee knows or will know until it is announced 2 months from now. You are close, personal friends with someone on The List. Last weekend during a backyard barbecue he and his wife told you and your wife about the lovely new house they were almost ready to buy. They told you it was a stretch financially, but are so enthralled that they sound almost sure to sign the papers soon. What do you do?

Practice Network was very pleased to catch up with **Rodney Lowman** (Louisiana Tech U., Ruston, LA and The Development Laboratories) about the upcoming I-O ethics casebook, *The Ethical Practice of Psychology in Organizations*. Key case developers include **Scott Martin** (London House) and **Larry Fogli** (Core Corporation) as well as a string of other I-O psychologists. A blue ribbon review panel composed of **Leactta Hough**, **Kenneth Clark** and **Doug Bray** served as expert reviewers as well as several outside reviewers, the SIOP executive committee and, you can bet, a few counselors of the legal persuasion.

Ethics may be best 'taught' by examining tough issues. Learning from others (more precisely, from their past mistakes) is part of how you make these issues a part of your everyday conscientiousness.

Case Two

You were called in by management to facilitate meetings of employees to find ways to increase productivity. At the conclusion of one meeting, an executive secretary pulls you aside and in hushed tones describes in detail her observations of how the CFO is embezzling company funds. You promise her confidentiality and include her observations in a preliminary report to the VP of HR. You and she have extended conversations about the CFO and decide to bring this to the attention of the CEO, legal counsel, and a select group of company executives, who agree to investigate the matter in detail. As this investigation progresses, it becomes increasingly clear that your informant has actively tried to discredit the CFO and that the charges upon which this investigation is based are groundless. Besides updating your resume, what do you do? What could you have done? How does this impact your ongoing meetings? What is the impact of any possible "harm done" and what is your role in correcting this harm?

The ethics casebook will direct attention to these and many other ethical dilemmas which practicing psychologists have to address. In some cases, there are ethically correct answers and in others there is more ambiguity. All cases should stimulate ethical discussion.

Ethics "training" was not a big part of the educational experiences of many I-O psychologists. SIOP feels strongly enough about the subject that, once published, it will be sending a copy of it to all full members as a benefit of membership.

Thanks, Rod, for updating *Practice Network* on this keenly important issue!

Adverse Impact of the Interview

Practice Network had an interesting discussion with **Allen Huffcutt** (Bradley U., Peoria, IL) recently on one of his favorite topics of late—interviewing.

"I think the field of interviewing is just starting to 'heat up' and that we are at an important turning point in interview research," Allen explains, noting that the last 10 years have seen several major studies of interviewing validity and meta-analyses with the future, he believes, increasingly focused on construct issues. Practitioners will continue to benefit from this work.

PN suggests the following two exhibits for practitioner review and benefit: (1) adverse impact of the interview (2) validity of various degrees of interview structure.

The former topic, adverse impact of the interview, is included in work conducted by Allen with Philip Roth (Clemson U., Clemson, SC) and presented in St. Louis. This meta-analytic work, which includes over 10,000 subjects, examined the difference in ratings for White versus African-American and Hispanic subgroups based on interview structure, question type, and level of job. A key reason for Allen's "cautious optimism" with interviews is that, while minorities tend to score an entire standard deviation below whites in ability tests (Hunter and Hunter, 1984) they differ by one-quarter of this amount in interview ratings!

In brief, the rest of their results are as follows:

1. High structure interviews show less group differences on average than less structured interviews.
2. Behavioral description-type questions show less group differences than situational-type interview questions.
3. Interviews for more complex jobs show less group differences than interviews for less complex jobs.

Remember, in each of these comparisons the "worse performing" group still is showing less than half of the group differences seen in ability testing. And, since group differences were relatively low for both, this study does *not* settle the age-old war of behavioral versus situational interview question formats.

The other useful delicacy from this researcher helps to guide us in designing the "proper" level of structure to use in our interviews. In a 1994 JAP article (Huffcutt & Arthur, 1994), Allen Huffcutt introduced a framework for classifying interviews by their level of structure, and then meta-analyzed the validity of various degrees of structure. In particular, Allen identified four levels of interview question structure and three types of interview scoring structure to come up with four overall levels of interview structure:

Level 1: No constraints on the questions asked and only a summary evaluation or overall impression at the end of the interview. Mean validity of .20

Level 2: Suggested questions or topic areas to ask candidate(s) and/or dimensional ratings at the conclusion of the interview. Mean validity of .37.

Level 3: Pre-specification of at least a majority of the questions with probing/follow-up freedom granted for interviewers with at least dimensional ratings at the conclusion of the interview. Mean validity skyrockets to .56.

Level 4: Prescribed questions with no follow-up permitted with the scoring of each question individually. Mean validity of .57.

Before this study everyone talked about structure versus non-structure in interviews, but this work helped us become more definitive about what we meant about structure. Notice that the break in this data is between level 2

and level 3. We can get the benefit of this jump from the 30s to the 50s *without* overly constraining our interviewers. Check out Huffcutt's original reference for details.

Note: Allen is looking for a corporate partner to help research the construct validity of the employment interview. It's a pretty straightforward design asking you to share interview ratings of candidates and allow for a personality test or two of these candidates. If interested (and you should be) contact Allen Huffcutt at or email to huffcutt@bumail.bradley.edu or 309-677-2589

Dandy work, Allen! Thanks for speaking with *Practice Network*.

Civil Immunity for the Mandatory Release of Employment Information

Within the last few years, there has been a definite trend in the state houses to enact broad legislation protecting past and present employers from civil liability stemming from providing reference information. On March 25, 1991, Minnesota legislators put a new twist on such legislation which applied exclusively to firefighter positions.

If a bill passes, all former and current employers, upon written request, *must* release any "written information in connection with job applications, performance evaluations, attendance records, disciplinary actions and eligibility for rehire." Employees that release information will be immune from civil liability—provided that the information is given without malice or fraud. Employers that refuse to disclose such personnel records can be subject to an ex parte order from the district court mandating disclosure. Wow! (For another view on this, see the "Thoughts on Employer Immunity During Reference Checking and Related Matters" piece later in *Practice Network*).

As always, hats off to longtime contributors Frankie Kohout and David W. Arnold (Reid Psychological Systems, Chicago) for legal updates!

The Flight from "g"

Practice Network had a very interesting discussion on the impact one SIOP researcher sees from the effort to eliminate cognitive ability, g-loaded tests, from the selection landscape. Linda Gottfredson (U. of Delaware) is treading what I suspect to be a sometimes lonely path, full of land mines in expressing her opinions on this matter.

To summarize as succinctly as possible, the practitioners' dilemma is as follows: (a) The adverse impact of highly g-loaded tests is well established, so (b) psychologists have tried and been denied race norming, (c) have toyed with banding without a lot of acceptance, (d) have monkeyed around with

having other sorts of differential standards, stopped advising the use of some test scores as hard hurdles positioning them more as an "additional source of information to be considered," (e) looked for alternative assessment vehicles that don't have adverse impact, working with personality, biodata, simulation testing and the like, until (f) we have begun to avoid the *pain* associated with using *g*-loaded instruments by eliminating them altogether. In short, we have fled from *g*.

What's the problem you ask? *g* has an long record as a mighty fine predictor of job performance, career success, trainability, and other essential criteria. All the fuss seems to hinge on your acceptance of the *Bell Curve* hypotheses as an explanation of disparate impact. In Linda's opinion "there is no doubt that there are very distressing differences in skill levels between the races. All of the social pressure is to not deal with the existence those differences, which the *Bell Curve* merely made public. There is an ideology out there that says, but for discrimination, we would have racial parity in this world." Maybe it's time for a game of Affirmative Action Poker (Campbell, 1997) to see what's at stake here?

But what about the setting of "objective standards of merit," Linda asks? "The whole notion of objectivity itself is being demonized and delegitimated," she says, "as are people who espouse it." She is distressed by those in the diversity movement who claim that objective standards are inherently monocultural and thereby racist, and that social (and employment) progress can only be had by denying the appropriateness of common standards for all. "A lot of people are rejecting objectivity as a goal in order to justify racial preferences or to degrade merit hiring," she says.

Linda perceives the flight from *g* has brought us, in a period of massive social experimentation, much litigation, and educational reforms aimed at eradicating disparate impact. She feels it is imperative that we, as personnel psychologists, understand the role we are, in some cases unwittingly, playing in the counterproductive movement to erase the social consequences of racial disproportions in *g* without first recognizing (let alone remediate) the differences themselves. She asks us to come to grips with the "very real empirical reality of the differences in levels of *g* between the races" and ponder "the risks for the nation that fleeing from *g* too far or lowering our standards" could have on our nation's long-term well-being and international competitiveness. "I do worry," she says, "that the changes that are being wrought in how we think about fairness, merit and objectivity are very fundamental but remain unappreciated."

This is a very tough issue. It takes a tough person to take any kind of public stand contrary to current political correctness standards. Thank you Linda Gottfredson for sharing your thoughts with *Practice Network*!

New I-O Group Surfaces in the Bay :

BAAP (Bay Area Applied Psychologists)

Newly resurrected group meeting on a quarterly basis to discuss a broad range of I-O topics. Meeting in San Francisco Bay area. About 50 members and considering a newsletter. Contact Edie Goldberg at 510-676-6265, fax: 510-676-0519, email to corecorp@ccnet.com

Summertime Blues

You're tanned, relaxed, and ready! A week at the beach on the shores of Lake Michigan (hey now, don't knock it until you've tried it!) and those batteries are fully recharged. While the juice is running high, give *Practice Network* a call by contacting Tom Baker at 614-475-7240, FAX to 614-475-7245 or email to VTCJ69A@prodigy.com.

References

- Campbell, David P. (1997). *Inklings* column. Issues and Observations newsletter from CCL. Volume 17, number 1/2, pages 9-11.
- Huffcutt, A. I., & Arthur, W. JR. (1994). Hunter and Hunter (1984) revisited: Interview validity for entry-level jobs. *Journal of Applied Psychology*, 79, 184-190
- Hunter, J. E., & Hunter R. F. (1984). Validity and utility of alternate predictors of job performance. *Psychological Bulletin*, 96, 72-98.

*Thanks to the fantastic response,
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APA COUNCIL REPORT

Irwin L. Goldstein
(On Behalf of SIOP Reps to Council)

The APA Council of Representatives met in Washington, D.C. with SIOP Council Representatives Angelo DeNisi, Irv Goldstein, and Rich Klimoski in attendance. There are a number of items that have potential implications for SIOP and its membership. I have summarized those below. However, one of the most interesting aspects of the recent meetings is the degree to which the science and practice side of the house are working together to respect each other's needs. This relationship has characterized the last several meetings and many individuals credit APA President Dorothy Cantor as well as Executive Ray Fowler for this "era of good feeling." I must say we all agree that it is a refreshing change from the past.

In addition, most of the general information regarding the status of APA was quite positive. Membership continues to grow (up from 141,000 to 153,000); this number includes 60,000 student affiliates. A dues program which permits new members to join for virtually no cost as well as an almost seamless transition system is credited with increasing new members. In addition, APA is quite healthy financially, and an anticipated budget deficit did not occur because of good growth in investment income and in building revenues. Also, sources of revenues have been diversified over the years with, of course, publications continuing to be a major source of income. Dues have been kept at a stable rate and even lowered for those who take advantage of the joint association fee structure. While a dues increase will have to come some time in the future, things look pretty fine for the time being. In addition, the APA Foundation has tripled in 3 years reaching \$5 million. Finally, APA has placed, as a test version, the PsychINFO records from 1995 and 1996 on a World Wide Web version solely for APA members. The newly digitized PsychINFO backfile, containing article summaries from 1894-1966, is currently being tested.

Budget items also reflected the growing good feeling that science needed to be supported. Thus, \$500,000 was approved for the Publications and Communications Board to pursue the digitizing of the last 10 years of journals to eventually appear on the internet. \$15,000 was approved for the development of videos on animal care and use in Psychology. \$20,800 was approved for a working group to review continuing education provider qualifications. This is the first review of the C.E. system since it was formed almost 30 years ago. Other big ticket items included \$200,000 for an Ad Council campaign on violence prevention. Other issues which SIOP members might find interesting or important appear below.

APA meeting in Chicago. Through the efforts of Bill Howell and the Board of Scientific Affairs, the program has been designed this year to be more compact. Thus, programs of interest to SIOP members have been designed to occur over a 3-day period. This is a special experiment to attempt to attract persons who are interested in the program but who did not want to attend meetings over a lengthy period of time. Attendance at this meeting will help determine whether this experiment will continue, so if you have interest in attending APA, this is the year to come!

Divisions. Council approved a request to establish the Division of International Psychology. It also approved permanent division status for a division entitled Society for the Psychological Study of Men and Masculinity (Division 51).

Council also approved rules for division name changes which essentially state that divisions may change their names as long as the change does not extend the division's mission beyond the scientific/professional field which the division represented at the time it was established and as long as it's not inimical to the welfare of another division. In order to accomplish this, division name changes would have to be approved by Council.

Public information. Council expressed concern about APA's ability to respond rapidly to new developments and the need to communicate with the public concerning news releases, features, speeches, interviews and opinion-editorials. Thus, Council voted to fund a rapid response capability in the Central office which would both monitor and respond to stories and other matters that form the public's perceptions of the science and practice of psychology.

Educational affairs. Council approved a motion concerning conflicts of interest that might arise when participants in APA-sponsored programs or authors of APA publications have a financial interest in, or affiliation with, the producer of a commercial product discussed in their presentation or publication. Some members of Council felt that the principles here should only involve ensuring that no ethical provisions are being violated. Others felt that the issue was broader than the question of ethical violations. The motion that passed indicated that a statement is to be prepared to remind presenters and authors of their responsibility to disclose any such conflicts of which they are aware. APA Staff will develop the statement, and it will be reviewed by Council before it is actually used. At that point, these same issues are likely to be debated.

Council approved a motion requesting that the Board of Educational Affairs coordinate and report to Council on an impact analysis of the timing of internships in the sequence of professional education and training. Evidently it is increasingly difficult for training settings to get reimbursed for services by non-licensed interns, and you can not become licensed without the doc-

toral degree. This is another side effect from the competition in the health managed care industry.

Dues exemption policy. Council approved a proposal to limit the dues exemption system presently in effect for members who are at age 65. Dues would decrease on a scale so that, at age 65, members pay 90% of their dues but by age 70, it would be zero. This was in response to an aging membership and projected declines in numbers of people who would be dues paying members. The new plan would go into effect in 5 years.

Council reorganization. Ray Fowler was credited with a plan to reorganize representation on Council so that groups without enough votes in the present scheme would be able to have representation. Key aspects of the compromise are that this would require an increase in council of 48 new seats (actually this is an increase of 18 persons beyond the number of observers or liaisons now attending). Another key provision is that the proportions of these new seats would be divided between the divisions and states/provinces based on voting patterns. Thus, presently divisions receive 63% of votes cast and thus 30 additional seats and votes would go to divisions. Since states and provinces receive 36% of the votes cast, they would receive 18 additional seats. The proportion will be based on each year's apportionment ballot and therefore might shift from year to year. The upside of this proposal is that it maintains the traditional proportions while still allowing states/provinces which presently have no voting representation to have seats at the table. The extra votes would go to those divisions or state/provinces that have not gained an initial seat and the seats remaining would go to units closest to gaining an extra seat. Using 1997 apportionment vote results, the plan would result in all divisions having seats. Given that we have been close to four seats in recent voting, this might give us the opportunity to receive an extra council seat if indeed our membership continues to give us their votes.

Task Force on Test User Qualifications. Council voted to allocate funds for several other meetings of this task force. Both Diane Brown and Bill Howell of the Board of Scientific Affairs are ensuring that we remain involved and updated on the work of this task force.

Task Force on Urban Initiatives. Council approved a Task Force on Urban Initiatives to contribute to a greater understanding of the problems associated with urban life and to encourage research training and practice related to urban initiatives. As of this time, SIOP seems to have limited participation in this initiative but we have indicated our interest in being included.

Working Groups on Emerging Markets in Psychology. All members were assigned to working groups and asked to respond to a series of questions. These questions were mainly based on the assumption that markets are declining for the services of psychologists in both practice and academia, but especially in practice. We each separately made the points to our indi-

vidual groups that not all practitioners might be suffering at the same rate and that not all practitioners were in health care. Everyone did take note of our views but our comments did not make it into the final reports of the various groups. It was clear that the agenda here was the pain being experienced by both present and future health care practitioners who were in danger because of managed care. Some of the issues discussed were: What are the implications for APA and for our membership if practitioners experience increasing difficulties in making a living in practice? What would be the implications if managed care became a major sponsor of mental health care practitioners? What are the niches that professional psychologists can uniquely fill in contrast with other mental health professionals? What would be the implications if a large section of academically trained psychologists failed to find full time academic positions, either through unemployment or underemployment?; What are the niches that scientific psychologists can uniquely fill?; How can market needs be assessed on an ongoing basis? What forces can proactively impact on the development of the market? How do various points in the pipeline influence the production of psychologists? After the discussion, Council moved that a continuing task force be constituted to study these issues further. Members will be appointed by various APA boards, and we will need to ensure that we are involved in examining these issues and questions.

APA Board of Directors Task Force on Council Representation

Ronald F. Levant, Ed.D., Chair

Significant changes have been proposed for the APA Council of Representatives designed to increase the representation of State and Provincial Psychological Associations (SPPA's) and small APA Divisions.

The APA Board of Directors approved in principle a proposal for change in the system by which seating on the Council of Representatives is determined and recommended that it be sent to the Council of Representatives as information and disseminated to APA boards and committees for comment. This recommendation was developed at the October 31, 1996 meeting of the Task Force on Council Representation and was accepted by unanimous decision. Members of the Task Force included: Ronald F. Levant, Ed.D. (Chair); Suzanne Bennett-Johnson, Ph.D.; Ronald E. Fox, Ph.D.; Neal Johnson, Ph.D.; Janet R. Matthews, Ph.D.; Bruce Overmier, Ph.D.; Lynn T. Pantano, Ph.D.; Mark Peterson, Ed.D.; and Janis Sanchez-Hucles, Ph.D.

At its meeting, the Task Force used a process of deliberation called "interest-based bargaining" and examined nine alternative proposals to the current system of allocating Council seats. Each of the proposals was weighed against six important interests that the Task Force believes must be considered in developing an equitable plan. Those interests are as follows:

1. The plan should be simple, practical, understandable, and feasible.
2. The plan should have a good rationale.
3. The plan should be fair, both equitable and representative.
4. The plan should be sensitive to perceived as well as real concerns.
5. The plan should address some of the interests of small Divisions, small SPPA's, and APA.
6. The plan should not encourage fractionalization of large units.

The plan that met the criteria identified by the Task Force most closely has been called the Wildcard Plan. This plan would allow for the continuation of the current annual apportionment ballot system to determine seats on Council (thus preserving the "one person/one vote" principle). Then, based on the annual allocation, an additional 48 seats would be proportionately awarded to Divisions and SPPA's that had not gained a Council seat. Using the results of the 1997 Apportionment Ballot, the proportion would be .63:36 (Divisions:SPPA's); therefore, 30 additional seats would be awarded to Divisions and 18 to SPPA's. The proportion will be based on each year's Apportionment Ballot and therefore might change from year to year. These 48 additional seats would be distributed first to units that had not gained an initial seat, then to units that came closest to gaining a next seat, until all 48

seats have been exhausted. An analysis of the use of this system suggests that, based on the results of the 1997 Apportionment Ballot, all Divisions would have a seat on Council. And, of the 58 eligible SPPA's, 47 would have a seat (in contrast to the 26 that would be seated under the current system) and 11 would not. These 11 would include 6 state associations, 3 Canadian provincial associations, and 2 territories. Coalitions and Liaison/Observers, as currently described in the APA Bylaws and Association Rules, would be continued under the proposed system. Hence, some of the 11 SPPA's not directly represented could be seated as part of a coalition, and all could send Liaison/Observers.

The advantages of the proposal are:

1. The proposal is a multi-lateral solution to a perennial problem arrived at and agreed to by representatives from all constituencies of APA.
2. The proposal preserves the "one-person, one vote" principle, and does not alter the balance of power between divisions and SPPA's as reflected in the Apportionment vote.
3. Using 1997 Apportionment vote results, the plan will seat all divisions.
4. Using 1997 Apportionment vote results, the plan will seat nearly 20 more SPPA's directly.
5. Coalitions and liaison/observers, as currently described in the APA Bylaws and Association Rules, would be continued under the proposed system. Hence, some of the 11 SPPA's not directly represented could be seated as part of a coalition, and all could send Liaison/Observers.
6. The proposed plan adds 48 additional seats which are partly offset by the retirement of 30 or more Liaison/Observers.
7. While the size of the Association has grown exponentially, the size of Council has changed little over the past 50 years, and not at all over the past 25 years.

Comments or questions can be directed to the Task Force c/o Sarah Jordan, Office of Division Services, American Psychological Association, 750 First St., N.E., Washington, DC 20002-4242.

EEOC Releases Enforcement Guidance on Psychiatric Disabilities

Dianne C. Brown
APA Science Directorate

On March 25, 1997 the Equal Employment Opportunity Commission (EEOC) released enforcement guidance on the Americans with Disabilities Act (ADA) and psychiatric disabilities. The guidance addresses the following issues, under Title I (employment) of the ADA: the definition of psychiatric disabilities under the ADA, disclosure, reasonable accommodations, employee conduct, direct threat and professional licensing.

The guidance lists major depression, bipolar disorder, anxiety disorders, schizophrenia, and personality disorders as examples of mental impairments. They clearly rely on the DSM-IV in defining mental impairments, but with the caveat that not all conditions in the DSM are disabilities.

The guidance is fairly standard ADA when it comes to disclosure and reasonable accommodations. It simply relates these policies to mental impairments by way of examples. The section on conduct addresses issues related to whether an employer can discipline an employee with a mental impairment when they are violating a workplace conduct standard, when the misconduct resulted from a disability. The section on direct threat discusses when an employer may lawfully exclude an individual from employment for safety reasons. Professional licensure is subject to the same policies.

To obtain a copy of the enforcement guidance, you can download from EEOC's web site at: <http://www.eeoc.gov> or call (800) 669-3362.

OBITUARIES

Ross Stagner

In late 1980, Ross Stagner, former President of SIOP (1965-66), stood at an intersection near Mackenzie Hall at Wayne State University and said, "I guess we're not going to work today." In typical first-year graduate student fashion I asked "what" and "why." In response, he pointed to a group of people walking in front of the Hall chanting and carrying signs. After a few minutes, he said, "Let's find some place to talk." Over coffee he told me about how different groups of people in organizations can have different goals, that some groups had more traditional power than others, and about the recourse of those with less power who disagreed with the goals of those with more power. It would be two weeks before the clerical workers settled their disagreement with the administration and we would resume working in the Hall.

Ross died on March 18, 1997. He was 87 years old. Born near Waco, Texas, he earned a Bachelor of Arts in psychology from Washington University (St. Louis) in 1929, a few months after marrying Margaret Wieland and a few months before the stock market crash. During graduate training in psychology at the University of Wisconsin, and for years thereafter, he supported his family with odd jobs and stories published in pulp science fiction magazines (pen name: Doc Cartwright). A 1932 Ph.D. was followed by a teaching position at People's Junior College (Chicago; 1934-35) and by ranks up to full professor at the University of Akron (1935-39), Dartmouth College (1939-49), University of Illinois (1949-57), Wayne State University (1957-79; department chair, 1957-72; emeritus, 1979), and Texas A & M University (visiting professor; 1985-86), with a leave of absence as Assistant Personnel Manager at Koppers Company in Pittsburgh (1943-45). Scholarly recognitions included a Fulbright Research Award to the University of Rome (1955-56) and a Fulbright Award to the London School of Economics (1965-66). He also served as President of APA Division 8 (Personality and Social Psychology, 1960-61).

Based on the dictate that we are psychologists first and research specialists second, Ross' work was responsive to many issues, and was grounded

by an underlying theme: Whenever possible, psychological concepts and theories should be directed toward understanding the decision-making processes of individuals, leaders, and citizens; research should then be directed toward showing the conditions under which concepts and theories may be applied to clarify, expand, and integrate decision processes and thus reduce social conflict. Highlights of his work included:

- Conducting studies with Harry Harlow in the early 1930s on the use of curare pertaining to the role of practice in learning.
- Developing political attitude questionnaires in the mid-1930s, including assessment of fascist attitudes.
- Working in the mid-1930s with David Krech and others in establishing the Society for the Psychological Study of Social Issues (SPSSI; APA Division 9); a group dedicated to the resolution of social conflict through social-psychological research.
- Authoring the first American textbook on personality in 1937 (Psychology of Personality, 4th ed., 1974), offering an agenda for the scientific study of personality.
- Developing the concept of homeostasis in the 1950s as a general organizing principle for the field of psychology.
- Collaborating with Charles Osgood in the 1950s in the development of the semantic differential to assess the meaning of psychological concepts.
- Authoring influential textbooks in the 1950s and 1960s on psychological approaches to the study of industrial conflict, union/management relations (with Hjalmar Rosen), and international conflict.
- Writing and speaking in the late 1970s and early 1980s about the training needs of aging workers and about the practical value of psychological theory in I/O graduate training.

One final note. Margaret Wieland Stagner, poet and spouse in the 68-year partnership known as "Margaret and Ross," died only one day later on March 19, 1997. She was also 87 years old.

"In vivo, Ross!"

Steven Mellor

Author Notes

I am grateful for the input and material from Lizabeth Barclay, Janet Barnes-Farrell, Reuben Baron, Alan Bass, Rhea Stagner Das, Sheldon Lachman, Dan Landis, and Hjalmar Rosen. Memorial scholarship funds in the name of the Stagners have been established at the University of Wisconsin and Wayne State University. Electronic mail concerning these funds may be sent via Internet to Rhea Das at rdas@uwsuper.edu and to K. Schramm at kschramm@sun.science.wayne.edu.

UPCOMING CONFERENCES AND MEETINGS

This list was prepared by David Pollack. If you would like to submit additional entries, please write David Pollack at the U.S. Immigration and Naturalization Service, 425 I Street, NW, Room 2236, Washington, DC 20536, (or call (202) 305-0081, or fax entries to (202) 305-3664).

1997

July 15-19: 27th Annual Information Exchange on "What is New in O.D." and 17th O.D. World Congress. Colima, Mexico. Contact: Organizational Development Institute, (216) 461-4333.

July 19-23: Annual Conference of the American Society for Public Administration. Philadelphia, PA. Contact: ASPA, (202) 393-7878.

Aug 10-13: Annual Meeting, Academy of Management. Boston, MA. Contact: Academy of Management, (914) 923-2607.

Aug 10-14: Annual Convention of the American Statistical Association. Anaheim, CA. Contact: ASA, (703) 684-1221.

Aug 15-19: Annual Convention of the American Psychological Association. Chicago, IL. Contact: APA, (202) 336-6020.

Sept 22-26: Annual Conference of the Human Factors and Ergonomics Society. Albuquerque, NM. Contact: The Human Factors and Ergonomics Society, (310) 394-1811.

Sept 24-26: Eighth Annual International Conference on Work Teams. Dallas, TX. Contact: Center for the Study of Work Teams, (817) 565-3096.

Nov 4-8: Annual Convention of the American Evaluation Association. San Diego, CA. Contact: AEA, (804) 225-2089.

1998

April 13-17: Annual Convention, American Educational Research Association. San Diego, CA. Contact: AERA, (202) 223-9485.

April 13-17: Annual Convention, National Council on Measurement in Education. San Diego, CA. Contact: NCME, (202) 223-9318.

April 24-26: Thirteenth Annual Conference of the Society for Industrial and Organizational Psychology. Dallas, TX. Contact: SIOP, (419) 353-0032.

May 11-14: 26th International Congress on the Assessment Center Method. Pittsburgh, PA. Contact: DDI, (412) 257-3952.

May 19-21: Annual Convention of the American Psychological Society. Washington, DC. Contact: APS, (202) 783-2077.

May 31-June 4: Annual Conference of the American Society for Training and Development. San Francisco, CA. Contact: ASTD, (703) 683-8100.

June 14-17: Annual Conference of the Society for Human Resource Management. Minneapolis, MN. Contact: SHRM, (703) 548-3440.

June 21-25: Annual Conference of the International Personnel Management Association Assessment Council. Chicago, IL. Contact: IPMA, (703) 549-7100.

Aug 9-14: 1998 International Congress of Applied Psychology (ICAP). San Francisco, CA. Contact: APA, (202) 336-6020.

CALLS & ANNOUNCEMENTS

1997 Organization Development Network Annual Conference

Advancing Our OD Practices Amidst Paradox: Honoring the past, embracing the future: October 4-8, 1997, Scottsdale, Arizona.

This year's conference focuses on practicing Organization Development in a time of paradox. Just a few of the paradoxes to be explored are: Using technology to promote interpersonal connection; helping people find meaning at work in an age of "dejobbing," affecting deeply felt issues of the human spirit and contributing to the bottom line; increasing acknowledgment of the value of diversity at a time of legal, political and social threats to affirmative action and employment equity. For conference information call ODN at 201-763-7337, Fax to 201-763-7488, or access our web site at <http://www.odnet.org>.

Call For Papers: The Kenneth E. Clark Research Award

The Center for Creative Leadership is sponsoring the Kenneth E. Clark Research Award—one for *best undergraduate paper*, and one for *best graduate paper*. This is named in honor of the distinguished scholar and former Chief Executive Officer of the Center.

The winners of these awards will receive a prize of \$1,500 and a trip to the Center to present the papers in a colloquium. The Center also will assist the authors in publishing their work in the *Leadership Quarterly* journal.

Submissions may be either empirically or conceptually based. Non-traditional and multi-disciplinary approaches to leadership research are welcomed. The theme for the 1997 award is "The Dynamics and Contexts of Leadership," which includes issues such as: (a) leadership during times of rapid change, (b) cross-cultural issues in leadership, (c) leadership in

team settings, (d) leadership for quality organizations, (e) meta-studies or comparative studies of leadership models, (f) other innovative or unexplored perspectives of leadership.

Submissions will be judged by the following criteria: (1) The degree to which the paper addresses issues and trends that are significant to the study of leadership; (2) The extent to which the paper shows consideration of the relevant theoretical and empirical literature; (3) The degree to which the paper develops implications for research into the dynamics and contexts of leadership; (4) The extent to which the paper makes a conceptual or empirical contribution; (5) The implications of the research for application to leadership identification and development. Papers will be reviewed anonymously by a panel of researchers associated with the Center.

Papers must be authored and submitted only by graduate or undergraduate students. Center staff and submissions for other Center awards are ineligible. Entrants must provide a letter from a faculty member certifying that the paper was written by a student, and stating the nature of the student's status (i.e., undergraduate or graduate). Entrants should submit four copies of an article-length paper. Electronic submissions will not be accepted. The name of the author(s) should appear only on the title page of the paper. The title page should also show the authors' affiliations, mailing addresses and telephone numbers, and also indicate whether it is for graduate or undergraduate award category.

Papers are limited to 20 double-spaced pages, including title page, abstract, tables, figures, notes, and references. Papers should be prepared according to current edition of the *Publication Manual of the American Psychological Association*.

In the absence of papers deemed deserving of the awards, the awards may be withheld. Entries (accompanied by faculty letters) must be received by August 29, 1997. Winning papers will be announced by October 31, 1997. Entries should be submitted to Dr. Walter Tarnow, Vice President, Research and Publication, Center for Creative Leadership, One Leadership Place, P O Box 26300, Greensboro NC 27438-6300.

PRECONVENTION WORKSHOPS OF INTEREST TO MEMBERS OF DIVISION 14

Chicago - August 14, 1997

WORKSHOP A: (4 CE Credits)—8:00 am-12:00 p.m.

"If Not Statistical Significance, Then What?: Improved Data Analysis Methods" Frank L. Schmidt, University of Iowa

WORKSHOP B: (4 CE Credits)—1:00-5:00 p.m.

"Measuring Emotional States, Personality Traits, and Occupational Stress" Charles D. Spielberger, University of South Florida
WORKSHOP C: (4 CE Credits)—8:00 am-12:00 p.m.

"Item Response Theory for Psychologists: Basic Concepts" Susan Embretson, University of Kansas

WORKSHOP D: (4 CE Credits)—1:00-5:00 p.m.

"Item Response Theory for Psychologists: Basic Applications" Susan Embretson, University of Kansas

WORKSHOP E: (7 CE Credits)—9:00 am-5:00 p.m.

"What Psychologists Need to Know About Translating and Adapting Tests" Fons J.R. van de Vijver, University of Tilburg and Ronald K. Hambleton, University of Massachusetts

For abstract, registration form, and other information please contact:
Barbara M. Byrne (Division 5 Workshop Chair), School of Psychology, University of Ottawa, Ottawa Ontario, K1N 6N5 CANADA. FAX: (613) 562-5147 Email: BMBCH@UOTTAWA.CA

WOMEN IN MANAGEMENT DIVISION PRECONFERENCE PROGRAM

National Academy of Management Meetings
Boston, MA, August 8-10, 1997.

All doctoral students who have an interest in gender and diversity issues are invited to pre-register to attend the WIM doctoral consortium that is being held in Boston, Mass, from Friday evening August 8 to Saturday morning August 9, 1997 as part of this year's National Academy of Management Meeting. Ellen Ernst Kossek of Michigan State University is coordinating the program and any questions about the conference may be sent to her by e-mail at kossek@pilot.msu.edu or phone 517-353-9040; Highlights include sponsored sessions by Catalyst and Beyond 2000: New Avenues for Research on Gender and Related Topics.

All faculty and students are invited to attend the Women in Management Preconference which runs from Friday afternoon August 9 to Sunday morning August 10. Highlights of the pre-conference include several skills workshops on merging theory in practice-consultation on gender issues; and grantsmanship to sponsor gender research.

To register for either of these sessions please contact Lisa Mainiero the Preconference Chairperson at Fairfield University, 11 Spear Circle, Woodbridge CT 06525; e-mail lamainiero@fairfield.edu. Fax: 203-397-0618

AUSTIN PEAY I/O PSYCHOLOGY PROGRAM EXTENDS APPLICATION DEADLINE Austin Peay State University in Clarksville, Tennessee, has decided to re-open admission into the M.A. program in I/O Psychology. Because this decision was made only recently, the application deadline for Fall 1997 admission has been extended to August 1, 1997. For further information, contact David W. Denton, Ph.D. Assistant Professor of Psychology, Austin Peay State University, P.O. Box 4537, Clarksville, TN 37044, e-mail: dentond@apsu01.apsu.edu, phone: 615-648-7238

THE ORGANIZATIONAL BEHAVIOR DIVISION OF THE ACADEMY OF MANAGEMENT invites you to attend a new pre-conference activity at this year's Academy of Management meetings. The topic for the session is **Surviving and Thriving at the OB/HR Interface**. The session provides an opportunity for individuals to discuss some of the challenges (and opportunities) of speaking to both theory and practice at the micro level and to network with similar colleagues.

The forum features two sessions: *Moving Research between the Laboratory and the Field*, and *Writing for Multiple Audiences*. Panelists include: Art Brief (Tulane University), Joel Brockner (Columbia University), Christopher Earley (University of California at Irvine), Ruth Kanfer (University of Minnesota), Angelo Kinicki (Arizona State University), Allan Lind (Duke University), Greg Oldham (University of Illinois at Urbana-Champaign), Denise Rousseau (Carnegie Mellon University), and Chris Shalley (Georgia Tech).

Our goal is to create an atmosphere in which panelists and participants will interact informally to share ideas and insights about the issues. This session is Saturday, August 9, 1pm-5pm, at the Boston Sheraton. Pre-registration is encouraged but not required. Participants are encouraged to submit questions for panelists prior to the session. Please contact Maureen Ambrose (303-492-8966; Maureen.Ambrose@colorado.edu) for additional information, to submit questions, and to pre-register.

CALL FOR MANUSCRIPTS

The Psychologist-Manager Journal, a new journal published by The Society of Psychologists in Management (SPIM), is accepting manuscript submissions. Three categories of articles are considered:

1. Management Principles: The Theory of Management—Applications of management theory, including review articles and book reviews of recent or classic books.

2. Live from the Firing Line: The Practice of Management—Case studies, lively and well-written, describing first-hand managerial experiences illustrating particularly effective management experiences or those that were not.

3. Research Tools for the Psychologist-Manager—Original empirical research pertinent to the practicing psychologist-manager.

We also will consider special sections. All contributions should demonstrate direct relevance to the practicing psychologist-manager. For a copy of the "Instructions to Authors" or of volume 1, #1 of the journal, please write:

Editor, *The Psychologist-Manager Journal*, Rodney L. Lowman, Ph.D., Professor & Dept. Head, Louisiana Tech U., Box 10048, Ruston, LA 71272, e-mail: rlowman@latech.edu

Call for Papers: The First 20 Years of Law and Human Behavior

Law and Human Behavior invites manuscript submissions for a special issue celebrating the 20th anniversary of the journal's inception. We are interested in developing a special issue that reviews various areas within the fields of law and psychology from an empirical and conceptual perspective. We intend to publish articles that bring together programs or bodies of research that contribute to our understanding of a topic or area within law and psychology. One goal of the special issue is to represent the field broadly. To this end, we would especially welcome manuscripts that represent bodies of work that have not yet received adequate attention from psychological scholars. Manuscripts that discuss the contributions of the field to law or that analyze the discipline as a whole are welcomed as well. These latter papers should focus on the conceptual underpinnings of an area of psychology and law. Finally, international and cross-cultural perspectives will be considered.

The editor for this issue is James R. P. Ogloff of the Mental Health, Law, and Policy Institute at Simon Fraser University. Four copies of manuscripts should be sent to: James R. P. Ogloff, J.D., Ph.D., Department of Psychology, Simon Fraser University, Burnaby, British Columbia, Canada V5A 1S6, e-mail: jogloff@arts.sfu.ca.

To be considered for this special issue, manuscripts must be postmarked no later than November 1, 1997.

Call for Papers

6TH INTERNATIONAL CONFERENCE ON WORK VALUES & BEHAVIOR Organized by The International Society for the Study of Work and Organizational Values (ISSWOV): "Cross-Cultural Perspectives on Work Values and Organizational Behavior: East Meets West", July 12-15, 1998; Istanbul, Turkey; Submission Deadline: December 10, 1997.

Since its foundation in 1988, ISSWOV has provided a unique forum for scholars from all over the world to share their experiences and know-how in the field of work values and behavior. ISSWOV's sixth conference in Istanbul is a reflection of its continuing dedication to international collaboration among scholars who will come together where east truly meets west both geographically and culturally. You are invited to submit papers, symposia, workshops, and posters on topics which include both empirical and conceptual pieces on WORK AND ORGANIZATIONAL VALUES as they relate to various aspects of organizational behavior (e.g., motivation, leadership, diversity management, ethics, work-family interface, expatriate management, organizational culture, etc.) as well as human resource management practices (e.g., staffing and recruitment, compensation management, job design, training, etc.). All papers accepted will be published in the Conference Proceedings.

Pre-conference workshops will be held on a variety of topics including leadership, selection and placement, performance and compensation management, organizational surveys and change management, and organizational culture. The stimulating scientific program will be accompanied by a memorable social program including various cultural performances, visits to historical sites, an evening cruise on the Bosphorus, and so on. A special registration fee will be applied to students and developing country participants. Koc University is the official host institution for the conference. For more information on CALL FOR PAPERS, please contact: Alison M. Konrad, Ph.D. (Scientific Committee Chair) Temple University, School of Business and Management, 13th and Montgomery, Philadelphia, PA 19122, USA; fax: (215) 204-8362; e-mail: v5165e@vm.temple.edu. For more information on REGISTRATION, ACCOMMODATION and WORKSHOPS, please contact: Zeynep Aycan, Ph.D. (Organizing Committee Chair) Koc University, Department of Psychology, 5 Cayir, Istinye, Istanbul, 80860 Turkey; e-mail: zaycan@ku.edu.tr, fax: (90)(212) 229 0680; Registration, membership application and association news are now on the internet: <http://www.biu.ac.il:80/SOC/sb/fac/sagieisswov.html>.

POSITIONS AVAILABLE

HUMAN RESOURCES RESEARCH INTERNSHIP: SBC Communications, Inc. (formerly Southwestern Bell Corporation) is currently accepting applications for pre-doctoral I/O Psychology internships in Human Resources Research and Planning.

The internship program gives students with a solid I/O background an opportunity to apply their training in a corporate environment. Interns work with two I/O Psychologists, independently, and with other Human Resource professionals on applied research and selection process development. The internship is designed to allow students to be responsible for entire projects from beginning to end. We also emphasize the importance of students completing the work needed for their degrees.

Qualified candidates should be advanced Ph.D. students (preferably 3rd or 4th year) in I/O psychology and should have completed a master's degree or equivalent. Preference will be given to applicants with experience in job analysis, test development, and validation. Strong research, analytical, written and interpersonal communication skills are required. Experience in SAS is also desired.

These internships are full time and last for 6 months, beginning in January or July. The deadline for completed applications is October 15 for the internship beginning in January, and April 15 for the internship beginning in July. Please send cover letter and resume to: Anna Erickson, Ph.D., SBC Communications, Inc., 175 East Houston, Room 5-D-9, San Antonio, TX 78205.

INDUSTRIAL PSYCHOLOGY INTERNSHIP: Bell Atlantic Corporation is currently accepting applications for full-time internship positions in its Selection Research Department. Bell Atlantic is a leader in the telecommunications industry and offers interns the opportunity to obtain experience working in a fast-paced corporate environment. Internships begin at various times of the year, depending on project requirements, and normally last 12 months. All positions are located in Arlington, VA.

Bell Atlantic's Selection Research Department is responsible for developing, validating, and assisting with the implementation of selection systems throughout the corporation. Other projects have involved work on performance appraisal, test preparation courses, and survey development. Interns work on all phases of projects from conceptualization to implementation.

Qualified candidates should possess at least a master's degree in industrial/organizational psychology or equivalent. Strong written communication, interpersonal, research, and statistical skills are critical. Experience with SPSS is desirable.

Interested applicants should send a resume, graduate transcript, writing sample, and desired start date to: Jill K. Wheeler, Bell Atlantic Corporation, 1310 N. Court House Road, Upper Lobby, Arlington VA 22201

CORPORATE PSYCHOLOGIST/MANAGEMENT CONSULTANT: Spurduto & Associates, Inc., an Atlanta-based consulting firm, is seeking a doctoral level, Georgia licensable psychologist to join its growing practice. The firm provides a variety of consulting services to top management including individual psychological assessment, management development, attitude and 360° feedback surveys, team building/development, and organizational analysis/design/development.

This position is a full-time career opportunity for an individual looking to make a long-term commitment. Individual will learn in a fast-paced, supportive, apprenticeship-type training environment. Competitive entry-level salary, with outstanding bonus opportunities and long-term earning potential based on performance.

Qualified candidates should possess: 1) strong interpersonal skills, 2) comfort interfacing with executives, 3) ability and interest in understanding individual personalities and behavior, 4) ability to work as an individual performer and as a team member, and 5) desire to learn and grow professionally. Counseling and assessment skills are desirable.

Send résumé and letter of interest to: Kay Loerch, Ph.D., SPURDUTO & ASSOCIATES, INC., 235 Peachtree Street, Suite 300, Atlanta GA 30303.

SENIOR CONSULTANT OR PROJECT MANAGER: Aon Consulting, formerly HRStrategies, is an internationally known HR consulting firm specializing in the design and implementation of creative solutions to human resource and organizational transition needs. Our staff of over 1,500 professionals includes more than 60 I/O psychologists offering exceptional service to the most recognized and innovative organizations in the world.

As a member of the Aon family of companies, we offer global consulting capabilities through a worldwide network of offices.

Due to rapid growth, we are continually in search of exceptional candidates who can make valuable contributions to our team. Project work includes the construction and implementation of selection and assessment systems, performance management systems, career development programs, employee opinion surveys, and change management consulting.

We seek experienced I/O psychologists with a proven track record of superior project management and strong statistical skills with the ability to present in an applied manner. Send your resume outlining related experience to **Jennifer K. Burns, Human Resources Manager, Aon Consulting, P.O. Box 36778, Grosse Pointe MI 48236**. Aon Consulting is an Equal Opportunity Employer and a member of the Aon family.

PERSONNEL DECISIONS INTERNATIONAL (PDI), a premier human resources and management consulting firm, seeks the following consultants at our headquarters in Minneapolis:

A CONSULTANT who specializes in strategic performance modeling. This individual will play a key role in building a global practice area in competency modeling and the definition of performance requirements. Specific duties will include participation in project design and planning, data collection and analysis (qualitative and quantitative), development of proposals and client reports, working across PDI practice areas to develop integrated client solutions, and training other PDI consultants. The successful candidate will be an I/O psychologist with 3-5 years of applied experience in a business or consulting environment. A strong interest in job analysis and criterion development is key; and, experience in conducting job analysis projects designed to create an information base for supporting assessment tool design, performance management programs, selection projects, succession planning initiatives and so forth, is essential.

A SENIOR CONSULTANT/STAFFING SPECIALIST to help expand our staffing systems business. Preferred candidates will have a Ph.D. in I/O psychology or closely related field, as well as a minimum of 5 years experience in designing and implementing comprehensive staffing systems including recruitment, selection, placement, and retention components. This position will: define and implement "best practices"; partner with others to develop leading-edge approaches and tools; develop staffing business worldwide; provide guidance and support to service deliverers; direct large-scale projects; publish and present. Skills needed to be successful include communicating clearly, and with impact, to a variety of audiences, working collaboratively, managing and driving forward complex multi-year projects. Demonstrated success in project design and delivery is required.

PDI offers a competitive compensation package, relocation assistance, and an opportunity to grow with the best. To apply, please send [or fax] a cover letter, resume, salary requirements, and the names and telephone numbers of three academic and/or business references to: **VP of HR, PDI, 2000 Plaza VII Tower, 45 South 7th Street, Minneapolis MN 55402**. Fax: 612/337-3640. EOE.

GANTZ WILEY RESEARCH is a consulting firm specializing in employee opinion and customer satisfaction surveys for both domestic and international corporate clients. Since its founding in 1986, the firm has established a growth and client retention record unmatched in the survey research industry. Given this constant growth, and in view of our strategic expansion, the firm announces two immediate position openings.

Director, Project Management Services. This position has two primary responsibilities: (1) managing our professional staff of project coordinators, who in turn, are responsible for coordinating and managing the day-to-day activities involved in delivering contracted services to clients and (2) senior account management, that is, executive consultant responsibility for client project work such as instrument design, data analysis, results presentations, survey feedback and action planning training, and consulting with clients on the effective use of survey results. Candidates must possess a Ph.D. in industrial-organizational psychology (or related field), significant previous survey research experience, a proven track record of managing professional staff, ability to work effectively in both a consulting and team environment, a minimum of 8 years of organizational experience and excellent references.

Director, Marketing and Business Development. This position entails three primary responsibilities: (1) marketing and selling the firm's professional services, (2) managing our professional staff of marketing and business development coordinators, who are likewise responsible for prospect lead generation, proposal development/support and client relationship management and (3) leading the development and implementation of the firm's strategic marketing plan. Candidates must possess a proven track record of marketing and selling professional consulting services as well as managing professional staff, ability to work effectively in a team environment, a desire/interest for a compensation plan linked to measurable success, an advanced degree in I/O psychology (or related field), a minimum of 8 years of organizational experience and excellent references. To apply for these opportunities, please send your resume to: **SIOP Search Committee, Gantz Wiley Research, 920 Second Ave So., Suite 1300, Minneapolis, MN 55402**.

GENERAL PSYCHOLOGY/ORGANIZATIONAL PSYCHOLOGY: MICHIGAN TECHNOLOGICAL UNIVERSITY seeks candidates for a 9-month tenure-track position in psychology at the Assistant/Associate Professor level beginning fall 1997. The successful applicant will have an earned Ph.D. in psychology and experience in teaching general psychology courses as well as an interest in developing and teaching a broad range of psychology courses including organizational psychology. Psychology, at MTU, is housed in the Department of Education and provides instruction for students from many academic disciplines.

MTU is located in Michigan's scenic Upper Peninsula and has over 6,000 students enrolled in its undergraduate and graduate programs. It is the Upper Midwest's only public technological university supporting programs in engineering, the sciences, business, technology, education, communication, and forestry.

Send letter of application, vita, and three letters of recommendation to Dr. William A. Kennedy, Director, Center for Teaching, Learning, and Faculty Development, Michigan Technological University, G016 Academic Office Building, 1400 Townsend Drive, Houghton, MI 49931-1295.

Michigan Technological University is an Equal Opportunity Educational Institution, Equal Opportunity Employer. For more MTU information visit: <http://www.mtu.edu>

DEVELOPMENT DIMENSIONS INTERNATIONAL: At Development Dimensions International (DDI), rapid growth and expansion are creating multiple consulting opportunities for highly qualified Ph.D./masters-level I/O psychologists. Our consultants work with leading companies worldwide to develop creative solutions for their business needs by applying innovative I/O technologies and methodologies. We are looking for your innovative contributions to be a part of our continued success!

DDI is a Pittsburgh-based, international, organizational development, management consulting firm. We specialize in the research and development of HR systems applied at all organizational levels. These systems include assessment and selection, training and development, performance management, and organizational change. Each year, we provide services for 12,000 organizations in 36 countries to help them improve productivity, quality, and customer service.

A career with DDI will allow you to work with others on leading-edge, high-tech applications of applied psychology. You will work in a multidisciplinary team of four to six professionals focused only on research/applications; there is no sales component involved. Working in a team allows you to expand your skills, while applying your knowledge to a

wide variety of interesting challenges. Your team's productivity will be enhanced by unparalleled support services. Varied consulting assignments with the largest corporations in the world will provide you with exciting challenges and the opportunity to expand your professional horizons.

Senior Consultants lead teams dedicated to project delivery and product development. The position emphasizes integration of I/O methodologies to meet unique client requirements.

A wide variety of Consultant opportunities exists in teams committed to change management, selection, performance consulting, assessment center exercise development, training, and basic learning research. Growth and professional development opportunities abound. Each new consultant will have an individualized development plan.

Positions usually entail 30% percent overnight travel and offer an opportunity for exciting international travel and assignments. Mail or fax resumes to: Code: EATP, Development Dimensions International, 1225 Washington Pike, Bridgeville, PA 15017, FAX 412-220-2958. EOE

SENIOR CONSULTANT AND TEAM LEADER-LEARNING AND DEVELOPMENT: Texas Commerce Bank has an excellent opportunity for a Senior Consultant and Team Leader. Texas Commerce Bank, a leader in providing financial products and services to businesses and individuals throughout the state of Texas, has 124 locations statewide, and is part of the Chase Manhattan Corporation, the largest bank holding company in the U.S.

The Senior Consultant and Team Leader will be responsible for developing, designing, and maintaining management/executive state-of-the-art training programs; also consulting and coaching on issues including organizational and change management, performance management, and training initiatives. Ideal candidates will have a graduate degree in behavioral science (or undergraduate degree with minor in development), or MBA with organizational focus; 10+ years experience in organizational development and training; 3+ years experience in management consulting, executive coaching, platform training, training & design, project and people management; strong leadership abilities and proven track record of achievement.

We offer a comprehensive compensation and benefits package. Please send resume and salary history in confidence to: Ms. MSM, Texas Commerce Bank, P.O. Box 2558, Houston TX 77252-8029; FAX: 713/216-4186. EOE M/F/D/V

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We also have an opening for a **Selection Systems expert** with management and leadership skills. Experience with personality, ability and biodata selection systems is required. This position has terrific potential for growth and expansion and needs an experienced leader who can develop and implement longer term strategy. A Ph.D. in I/O, along with excellent client presentation skills, are required.

Batrus Hollweg offers competitive salaries, bonus opportunities, profit sharing and a flexible, relaxed environment for those who match our needs. We are more entrepreneurially oriented than many consulting firms and offer high levels of responsibility quickly. Please submit cover letter and resume to: **Charlotte Bellany, Batrus Hollweg, Ph.Ds., Inc., 7557 Rambler Road, Dallas TX 75231; Fax (214) 696-4549.**

PARKSIDE ASSOCIATES, INC., Leaders in healthcare survey research since 1980. Parkside Associates Inc. is a rapidly growing healthcare survey research firm specializing in the development and utilization of employee, medical staff and patient satisfaction tools to monitor satisfaction for quality improvement. Our office is located in suburban Park Ridge, Illinois, just outside of Chicago. Since we are a growing firm, we are continuously searching for creative, highly motivated candidates with strong quantitative and interpersonal skills as possible additions to our staff.

Research Assistant/Survey Research Account Manager is the starting point for your career at Parkside. Responsibilities for this position include: consulting with clients on appropriate survey data collection methodologies, report writing and programming/data analysis using SAS, on-site data collections at client hospitals, and working with clients on effective utilization of survey data. Ideal candidates will possess an M.S. degree in I/O psychology, an appropriate social science field, or statistics, as well as knowledge/experience in survey research methods and SAS. Problem solving ability, good organizational skills, and the ability to adapt in a dynamic environment are necessary. 5-10% travel.

Consultant is a senior position, specializing in directing employee, and physician survey projects or patient satisfaction survey projects. Responsi-

bilities for this position include: advanced client management, presentation of survey results to senior management at client sites, and some report writing. Ideal candidates will possess, in addition to the requirements described above, outstanding presentation skills and 2-3 years successful consulting experience. 10-20% travel.

We offer competitive salaries and comprehensive benefits. Please forward your resume and salary requirements to: **Attn.: RA/CON TIPS97, Parkside Associates, Inc., 205 W. Touhy Avenue, Suite 204, Park Ridge, IL 60068.** We are an equal opportunity employer and encourage people of all cultural backgrounds to apply.

VISITING ASSOCIATE PROFESSOR/ASSISTANT PROFESSOR-IN-STRUCTOR OF INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY. The Psychology Department of the University of Tulsa invites applications for a 1-year visiting Associate Professor/Assistant Professor/Instructor in Industrial and Organizational Psychology (starting in Fall, 1997). The successful applicant will be able to teach graduate level seminars in Job Analysis/Criterion Development and Personnel Selection and an undergraduate level course in Research Methods. The nature and number of other courses will vary with the applicant's interests, expertise, and estimated ability to contribute to the program in other areas. Salary will be competitive and commensurate with experience and applicants from the assistant and associate level as well as instructors are encouraged to apply (Ph.D. preferred, ABD & near completion of dissertation considered). The position is a 9-month appointment in a mid-sized department (15 faculty; 100 graduate students) with M.A. and Ph.D. programs in Clinical and Industrial and Organizational Psychology. The I/O program is primarily practitioner-oriented although all contributing faculty are actively involved in both research and consulting. The department anticipates conducting a tenure track search the following year. Applications will be accepted until the position is filled although applicants are encouraged to apply immediately. We anticipate beginning the application review process no later than June 15. Interested individuals should send a letter of interest, vita, and three letters of reference to: **Robert R. Sinclair, Director of Graduate Training, Industrial and Organizational Psychology, University of Tulsa, Tulsa, OK 74104; e-mail: sinclairrr@centum.utulsa.edu, tel: (918) 631-2835; fax: (918) 631-2833.** The University of Tulsa is an Equal Opportunity Employer. Women and minorities are especially encouraged to apply.

ADVERTISE IN TIP AND THE ANNUAL CONVENTION PROGRAM

The Industrial-Organizational Psychologist (TIP) is the official newsletter of the Society for Industrial and Organizational Psychology, Inc., Division 14 of the American Psychological Association, and an organizational affiliate of the American Psychological Society. TIP is distributed four times a year to more than 2,500 Society members; the Society's Annual Convention Program is distributed in the spring to the same group. Members receiving both publications include academicians and professional-practitioners in the field. In addition, TIP is distributed to foreign affiliates, graduate students, leaders of APA and APS, and individual and institutional subscribers. Current circulation is 4,700 copies per issue.

Advertising may be purchased in TIP and the Annual Convention Program in units as large as two pages and as small as one-half page. "Position Available" ads can also be obtained in TIP at a charge of \$75.00 for less than 200 words, and \$90.00 for less than 300 words. These ads may be placed on our Web page at no additional charge, but both a hard copy and a disk (ascii formatted) must be submitted or use e-mail. For information or placement of ads, contact: SIOP Administrative Office, 745 Haskins, Rd., Suite A, P.O. Box 87, Bowling Green, OH 43402, Lhakel@SIOP.bgsu.edu, 419 353-0032.

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Publishing Information

TIP is published four times a year: July, October, January, April. Respective closing dates are May 15, August 15, November 15, and February 15. The Annual Convention Program is published in March, with a closing date of January 15. TIP is a 5-1/2" x 8-1/2" booklet, printed by offset on enamel stock. Type is 10 point Times New Roman.

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